



Innovative Method of Teaching Verb Effectively

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ABSTRACT

This paper deals with the activity of teaching English to non- native speaker. Writing in the target language is an essential skill to be developed, and to this end, reading and writing skills need to be integrated so that students can be engaged in an active and effective learning. Verb is a group of word that is used to indicate that something happens or exists, for example bring, happen, be, do. This article explores the basic form of grammar. Verb are important for language development because it allow all the students to start building the sentences. The choice of verb determines the grammatical form of sentence. The researcher noticed that students of standard 8th are struggling to find the Verb in the sentence. The innovative method of teaching Verb helped the students to improve advanced grammatical skills. Now students are able to define and identify different types of Verb and able to demonstrate correct usage of different verb, including past and present tense verb and helping Verbs. Teaching a new language as a second or a foreign language has always been a deep concern for language teachers for centuries. It is for the reason that the human beings have already been in quest of teaching a foreign language more fluently in a shorter time process in order to help them create a positive change in their progress achievements.

INTRODUCTION

The concept of Verb, which can be defined as systematic collection of students' products in order to exhibit their progress and achievement in a field of study, has been extensively used and applied in teaching a foreign language over the last couple of decades. English has profound knowledge of grammar for teaching their students at school and campus levels. As English students, frequently asked more questions about grammar than any other aspect of English. Language is a means of communication. Bharath Ravindran defined in his book *English Language Teaching* that there are two types of languages.

1. Artificial Language

2. Natural Language

The language invented by modern men for use in his modern machines like computer, telegraph, etc., are called Artificial Language.

Language which is preferred by native people are called Natural language.

A language has a 'sound system' and 'grammatical system'. An utterance becomes meaningful only when it is in these two systems. Different languages have different 'sounds system' and 'grammatical systems.' Language undergo changes under the influence of different factors. It is a serious problem confronted in the teaching of second language. A child is proficient in his mother tongue. He is thorough with its structures, phonology and most of the lexical items. When he begins to learn the second language there is a struggle between the structural, phonological and lexical items of the mother tongue and the items

of the second language. This is called ‘mother tongue interference’. Generally mother tongue interference can be reduced to the minimum if situational teaching is adopted in the teaching of the second language.

BASIC ISSUES IN THE TEACHING OF ENGLISH IN INDIA

The British rulers had a ‘blue print’ for English education in India. Their aim was to produce clerks, the semi urban ‘Baboos’ and the ‘brown sahibs’, English educated bureaucrats with a colonial mind set.

In the post -Independent India, there has been no clarity regarding English education and English teaching. We are not clear about many of the basic issues in language education. Education has been placed in the concurrent list. It makes both the Central and the state Governments responsible.

GRAMMAR TRANSLATION METHOD

- a) material selected for reading. So, the culture of the people who use the target language is emphasised.
- b) Only reading aloud is encouraged.

The spoken aspect is not stressed. To learn a foreign language an individual learner uses dictionaries and grammar books for interpreting texts. This is called grammar – translation method.

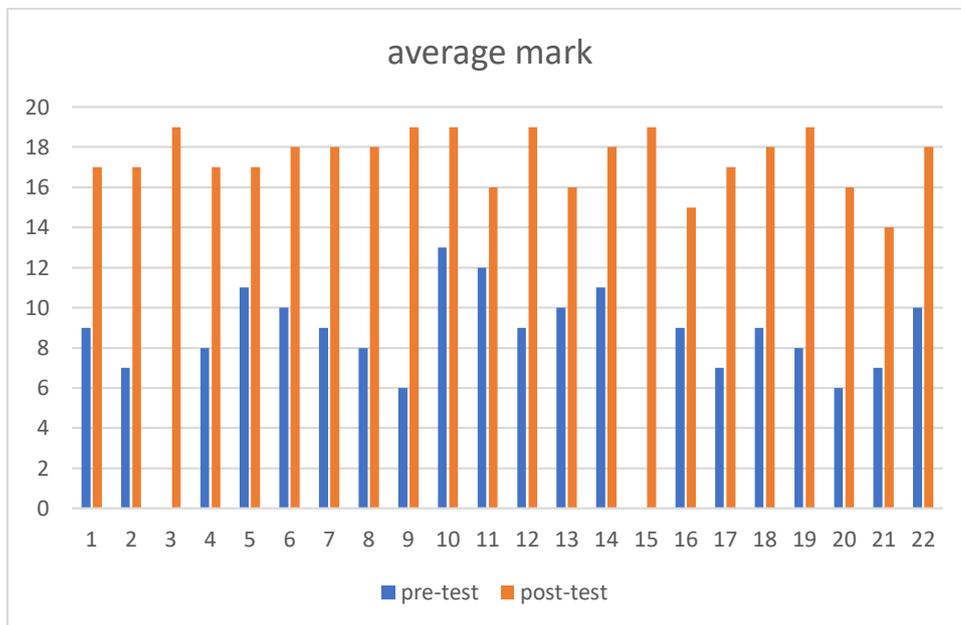
As this method has no theory or systematic principles or approach it is not at all considered as a method in the modern sense. As this method has no theory or systematic principles or approach it is not at all considered as a method in the modern sense. The following methods make the teacher to translate easily:

- a) The teacher must know the mother tongue of the learner and the language to be learnt.
- b) The focus is on the literary
- c) The resources of the first language are fully exploited.
- d) Grammar rules are to be memorised.
- e) Meaning are made clear by using the mother tongue of the learner.
- f) Expansion of vocabulary takes place
- g) Writing and comprehension are taught and tested.

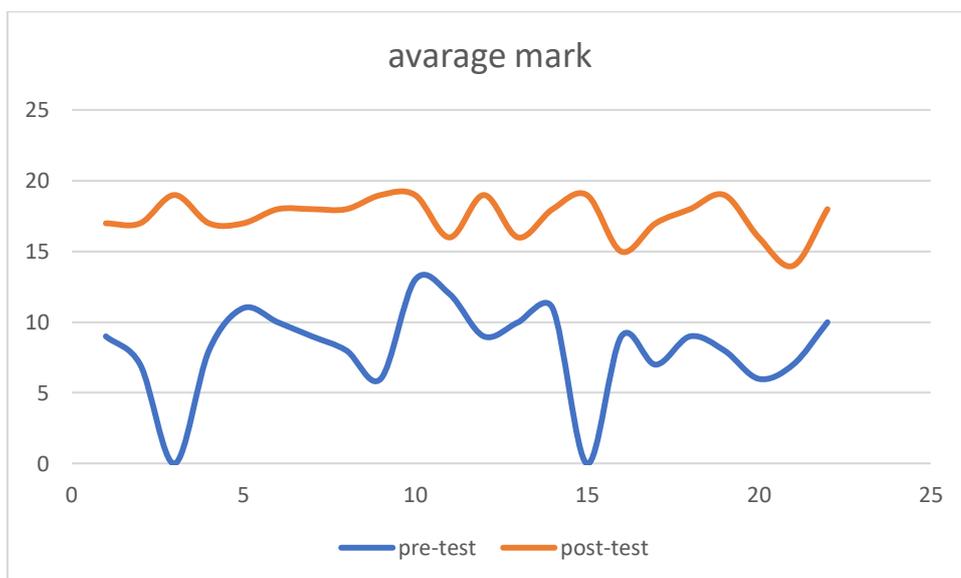
TEACHING OF GRAMMAR

Grammar is the theory of language. It is the study of the organisation of words into sentences. This is called. ‘syntax’ The Greek were the first to take up the subject Grammar. Then the Romans were influenced by the Greek scholars and the first Latin grammar. As languages evolves, grammar also evolves. In 1640 Ben Jonson published “English Grammar”. Later Robert Lowth who was an authoritarian in the matter of grammar published ‘A short Introduction to English grammar.’ Murray’s ‘English Grammar’ was published towards the end of eighteenth century. Later using this model, a number of grammar book were published. Nesfield, Wren and Marten and others followed this tradition. They prescribed rules with examples and exceptions. The language used by the classical writers was ideal for them. The grammar they wrote is known as Prescriptive grammar or Traditional grammar.

Average marks of pre-test and post-test graphic representation



STANDARD DEVIATION OF PRE-TEST AND POST-TEST



CONCLUSION

The students' grasp of grammar, verb, and the practical application of grammar principles for their futures were noticed as a result of the project's modern teaching methods. The students had trouble pronouncing the words, as evidenced by the graph's outcome and the students' pre-test performance. With the aid of contemporary instruction, they acquire a firm understanding of the subject. To help the children understand the verb, an application and games were deployed. Following their use of the worksheet, games, and application to learn the Verb, students completed a post-test, and their outcomes were noticeably different from those of the pre-test. When it came to the Verb, the kids were clear.

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