

UGBA

Semester VI
English

Core Course – 315 (EA)

Title: English Language Teaching and Spoken English
[ONLY FOR THE REGULAR STUDENTS]

Unit No.	Topic	Text
01	English Language Teaching 1. The Grammar-Translation Method 2. The Direct Method 3. The Bilingual Method 4. Communicative Language Learning	<i>Teaching and Learning English</i> by M. L. Tickoo (Orient Longman Pvt. Ltd.)
02	1. Six Basic Verb Patterns 2. Adverb, Adjective, Noun Clauses 3. Simple, Compound & Complex Sentences	- <i>A Communicative Grammar of English</i> by Geoffrey Leech & Jan Swartvik (Pearson Education Ltd.) - <i>English Grammar for Students</i> by Seaton, Anne and Y.H.Mew. Learners Publishing
03	Phonetics and Spoken English A. Word Stress B. Features of Connected Speech C. Factors affecting the International intelligibility of Indian English	<i>Spoken English: A Manual of Speech and Phonetics</i> by R. K. Bansal & J. B. Harrison, Fourth Edition 2013, Orient Blackswan
04	Viva Voce	-

Recommended Reading:

- Balasubramaniam. T. *A Textbook of English Phonetics for Indian Students* Macmillan Publishers India, 2000.
- Davidson, George *Phrases, Clauses and Sentences*. Learners Publishing
- Jadhav, B.S. *Teaching English*. Orient Blackswan: Hyderabad, 2011.
- Kapoor, Kapil and Gupta. R.S. Eds. *English in India: Issues and Problems*. Delhi: Academic Foundation. 1995.
- Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Orient Longman, 1996.
- Ramamurthi, Lalitha. *A History of English Language and Elements of Phonetics*. Macmillan, Publishers India, 2000.
- Sheorey, Ravi. *Learning and Teaching English in India*. Sage Pub, 2006.
- Suzana, Roopa. *A Practical Course in English Pronunciation*. Tata McGraw Hill New Delhi, 2013.

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CC: 315(EA)

Examination Pattern for external exams:

- Q. 1. Long Answer based on Unit -1 (1/2) (Up to 850-900 words) Marks 14
Format 1: General Question **OR** General Question **OR**
Format 2: General Question **OR** Short Notes – 2 out of 2
- Q. 2. Long Answer based on Unit -2 (1/2) (Up to 850-900 words) Marks 14
Format 1: General Question **OR** General Question **OR**
Format 2: General Question **OR** Short Notes – 2 out of 2
- Q. 3. (A) Short Notes based on Unit -3 (1/2) (Up to 400-450 words) Marks 07
(B) Mark Word Stress based on Unit -03 (7/7) (1×7) Marks 07
- Q. 4. MCQs (1mark ×14) (From Unit 1 to 3) Marks 14
- Q. 5. VIVA VOCE Marks 14

Total Marks: 70
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BA – Sem VI – Core English – 315 EA

English Language Teaching and Spoken Language

Unit – 1 – English Language Teaching

[1] The Grammar Translation Method of Teaching English

In order to understand the Grammar Translation Method of teaching English as a second language, we first need to understand what is meant by the term ‘Method’

- **Introduction to ‘Method’**

A method can be defined as a way of doing things. Teaching methods include different ways of teaching that are effective for students. To choose a particular method, one has to be aware of the aims of teaching or learning the English language. Once the purpose is defined, proper method can be taken up to teach the language. M. Verma is of the opinion that the method can be chosen only on the basis of the ‘matter’. Hence, taking up a specific method is an inevitable consequence of learning a language.

Types of methods are mentioned in the figure below.

Types of Methods

Telling Method

- Discussion
- Lectures
- Questions
- Answers, etc

Showing Method

- Demonstrations
- Excursions, etc

Doing Method

- Role of Playing
- Projects, etc

Process of Teaching – Using a Method

There are several processes in teaching English via using method. These sub-processes are necessary because they make the purpose well defined, and accordingly choose a suitable method. So, every method includes four aspects of its own. These aspects are: [1] Maxims, [2] Techniques, [3] Teaching method, and [4] Approaches.

Approaches
Teaching Method
Techniques
Maxims

- **Maxims** : These are the observations drawn from the science of experience teaching
 - **Techniques** : Techniques include the ways in which a method can be implemented. A method can involve many techniques.
 - **Teaching Method** : It is selection of a particular method that is suitable for the teaching process.
 - **Approaches** : Approaches are the ideologies that lie behind the motive of language teaching.
- **Maxims** (order of Teaching) – Particular to general, simple to abstract etc.
- **Techniques** (ways of teaching) – Demonstration method, etc.
- **Approaches** (Why to teach) Ideologies, motives etc.
- **Methods** (How to teach) – Discussions, lectures etc.

Approaches to Language Teaching Learning:

An approach is a way of implementing a particular method. It is necessary to take up a suitable approach because that is the only way one can teach or learn a language effectively. Any one of the following approaches can be chosen.

- [a] Herberation Approach
- [b] Evaluation Approach
- [c] Morrison Approach
- [d] multimedia approach, and
- [e] Management Approach

Grammar Translation Method of Teaching English:

Introduction -

The Grammar Translation Method (GTM) is also known as the classical method or traditional method. This is because, it was used in teaching the classical languages like Latin or Greek. But gradually it was used in reading and appreciating world literature.

The teachers of the Grammar Translation Method translate all the words and phrases from English into mother tongue (here vernacular languages of India). The students also translate the words and sentences into mother tongue. This translation process usually involves and covers certain rules of grammar pertaining to the target language. So, translating from the English into vernacular includes the understanding and implementation of grammar rules. This also helps in understanding the structures of native language and the target language.

Principles of the Grammar Translation Method

[a] Clarity and Firmness: The translation from English into mother tongue paves way to the target language to be learnt, and imparts a firmness in understanding the meaning of foreign language. The students feel comfortable when they understand each and every word in mother tongue.

[b] Domination of Mother tongue: In this method the vernacular or the mother tongue dominates in teaching a foreign language. This is because all the teaching and learning happens with reference to the mother tongue.

[c] Parallel study of both the Languages: Since this method involves the equal participation of the source language and the target language, the students are able to study both of these intricately.

[d] Word as a unit of language: In this method, the word is considered to be the unit of language learning and not the sentences.

[e] Maxim of unknown to known: In GTM, translation takes place from English into the mother tongue, the target language is unknown and the mother tongue is known, hence this maxim works accordingly.

Content and Characteristics:

- In Grammar Translation Method, the teacher extensively uses the vernacular of the students to teach them English.
- The main focus of this method is to provide a proper understanding of the structure and uses of grammar. So, the rules of grammar are intricately taught.

- The students are supplied with a list of vocabulary items, which they are expected to memorize. The meanings of are explained by calling to rescue the vernacular.
- The study of difficult classical text is also started early, but the major concern is not the content, such texts are used for translation exercises. The only kind of drilling is via translation.
- Little or no attention is focused upon the oral aspects of language teaching and learning; writing and reading are emphasized.

Typical Techniques in Grammar Translation Method

[a] Translation of selected passages: The selected passages are translated from English into the mother tongue.

[b] Reading comprehension: The students are required to read a given paragraph and then provide answers to the questions that follow. Sometimes the students are asked to express their own views.

[c] Synonyms and Antonyms: The students acquire the understanding of synonyms and antonyms of a particular word using the vernacular.

[d] Deductive application of rules: In the GTM, the students are required to use and apply rules pertaining to grammar.

[e] Fill in the gaps: Students take up exercises in which they are supposed to fill

[f] Memorization: The whole process of GTM is conceptualised on the basis of memorizing in the gaps with proper answers.

vocabulary words, grammar rules and paradigms.

[g] Using words in sentence : Since the method depends upon words, the students supply with rules that inform them about the arrangement of words to generate proper sentences.

Advantages of the Grammar Translation Method

[1] This method extensively makes use of the mother tongue of the students; and as a rule the learners of this method are easily able to associate meanings of the words. They are also able to recognize the synonyms of words in their source language.

[2] Since English is taught using the vernacular language, it becomes easy for the students to emphasise upon the essence, mainly because he is able to understand

it. Certain textual items are translated to source language make their understanding more profound.

[3] It is sometimes time consuming to explain everything in the target language. So, the use of mother tongue proves to be beneficial. This technique also makes the student gain knowledge about the grammar of both languages.

[4] Since English is taught in some other language, a teacher who is not an expert in English can also teach it to the students.

Disadvantages of Grammar Translation Method

- The Grammar-Translation Method does not emphasis on the basic skills like listening and speaking etc.
- It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.
- There are words, idioms, phrases in English for which words can not be translated into mother tongue. For example; prepositions and propositional phrases.
- Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.
- Student gets no opportunities to participate in the discussion of the unit.
- Some of linguistic items can not be translated into mother tongue like article a, an, the.
- Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words.
- It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression.
- Grammar class can never be effective when there is use of translation of grammatical rules and their explanation.
- The Grammar-Translation Method favours to teach English by rules and not by use. According to Dr. Ballard: "To speak any language whether native or foreign entirely by rules is quite impossible".
- Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.

2. The Direct Method :

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language

is acquired, so later the same method became popular called Direct Method. This method was against Grammar-Translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language. In this method same environment is created to learn second or foreign language but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the Direct Method. Prof. P. Gurrey in Teaching of English as a Foreign Language (1966) comments: “Essentially, it (The Direct Method) is a Principle, not a teaching method, a system that operates through many methods, a way of handling the new language and of presenting to the class. It demands a direct bond that is a direct association between word and thing and between sentence and idea, between experience and expression instead of an indirect one through the mother tongue”

The Direct Method was quite successful in private language schools. The Direct Method overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning. Henry Sweet viewed that it offered innovations at the level of teaching procedures but lacked a thorough methodological basis. Its main focus was on the exclusive use of the target language in the classroom. Sauveur opened a language school in Boston in the late

1860s. His method soon became referred to as the Natural Method. Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue. Webster's New

International Dictionary notes: Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.

The German scholar Franke wrote on the psychological principles of direct association between forms and meanings in the target language. For him a language could best be taught by using it actively in the class room. Teacher must encourage direct and spontaneous use of the foreign language in the class room. Learners would be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with proper attention to pronunciation. Famous words could be used to teach new vocabulary, using name, demonstration and pictures.

Characteristics of Direct Method :

- There is no interference of mother tongue. In GT method at first child comes with the contact of mother tongue and after with the target language.
- In this method, there is direct bond of target language. Child thinks into target language and express into target language.
- Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context. Teacher performs an action related to the sentence which shows meaning of the sentence.
- Direct Method is full of activities. The teacher shows object or performs the action to clear his concept.
- Direct Method is interesting and natural for learners.
- Teacher shows the meaning of the sentence with help of gestures, postures and action. It enables student to establish direct bond between words and expression.
- The teaching learning process is carried out in English environment.

Advantages:

- This method is called natural method. The English is taught as the child learns his mother tongue.

- The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language effectively.
- This method is based on the principle of "Learning by Doing". Thus this method is scientific and very effective.
- New teaching points were introduced orally.
- Both comprehension and speech were taught.
- It observes scientific path of language acquisition: LSRW.
- To learn any language means speak that language with fluently. Thus this method creates this ability in students.
- This method helps learners to enjoy the language. So the learners start using the language without fear.
- Correct use of grammar and pronunciation were emphasized.
- Grammar was taught inductively.

Disadvantages :

- For every sentence or subject matter, the teacher can not perform an action and show any object. It means that every subject matter can not be explained by an action or showing any object.
- This method is not useful in over crowded classes.
- This method does not help in important aspect of language learning like reading and writing.
- To use this method in the class, the teacher should be master in subject. He should have active command on his teaching. He should be a perfect teacher.
- This method requires many audio visual aids, which are very expensive so our schools can not afford such equipments.

Bilingual Method

The initiation of Bilingual Method into the teaching of second language has opened new vistas of knowledge and possibilities in regard to the use of L1 in foreign language teaching. The history of second/foreign language teaching methodology has almost always seen extreme approaches either in the form of GTM or DM. The extremities lay in two aspects.

- 1) Emphasis of the language skills in the teaching of a foreign language, and
- 2) The role of the MT in the teaching a foreign language.

In the GTM L1 is almost substituted in the classroom in the teaching of L2, whereas in DM, L1 is completely discarded in the classroom in the teaching of L2. "The initiation of BM is, thus, the answer to restore the dignity and potentiality of the learner's mother tongue which was totally ignored and neglected in the Direct Method. The origin of BM goes back to Prof. Dodson of the North Wales

University who made use of Welsh in the teaching of English and other foreign languages with a view to use the L1 in the teaching of an L2. The assumption most fundamental to BM is that MT of the learner is the most potential resource at

his disposal in the learning of a language and instead of shutting the door upon MT, the resource should be systematically employed in the teaching of a FL.

Dodson has discovered certain basic requirements for the success of any method. They are as follows: (1) The method must be simple. (2) It must strike a balance between the spoken and the written word. (3) It must solve the conflict between accuracy and fluency. (4) Some ways must be found for increasing the rate and amount of learning, which takes place in the classroom. (5) Testing and constant revision must be part of the method used. (6) A new method must give the teacher the assurance that the pupil will say exactly what he wants him to say. (7) The method must give the teacher an opportunity to promote intercommunication between himself and the individual pupil. The main principle of BM which satisfy the above mentioned criteria are: controlled use of the students' MT, the introduction of reading and writing easily in the course of language learning and integration of writing and reading skills. After experimenting with different kinds of stimuli, Dodson, on the basis of his research concluded that the following conditions were the most effective ones:

- (1) FL spoken stimulus
- (2) MT equivalent for the acquisition of sentence meaning
- (3) Picture and other visual aid for the understanding the meaning of sentence.
- (4) Availability of FL printed word for improved imitation performance.

Dodson vehemently attacks DM, which not only ignores but also attempts to remove MT in teaching a foreign language.

The fundamental characteristic of BM is its attitude towards the learner's mother tongue. In it we find a legitimate revival of the nobility of MT and its role in foreign language teaching. The first language is the child's basic asset, for the child the first language is behaviour, communication, achievement and fulfillment.

The first language is intimately connected with the child's biological, psychological and social fulfillment. Unlike a foreign language, which the child learns later, the development of the first language is linked directly to every phase of the child's psycho sociological developments. It is such a resource as part of the child's built in personality that almost all foreign language-teaching trends of the structuralist school have been keeping out of the classroom.

Advantages of Bilingual Method

When the powerful resource of the mother tongue is systematically employed in the teaching of English, unfailingly the following advantages will be derived in the English language teaching class: (1) Much of the laboursome activities of the teacher in introducing a language item will be eliminated by systematically replacing the activities with the learner's MT. (2) The most complex and activity-oriented class in DM is simplified by BM by means of judicious use of MT. In GTM, the burden is on the pupils by way of translation memorizing, in DM the burden is on the teacher by way of initiating classroom activities and introducing language items through situational factors. BM attempts to strike a medium in terms of distribution of work between the teacher and pupils. (3) The sounds of MT and the words with which the learner is intimately conversant provide a congenial atmosphere in a second/foreign language classroom. (5) BM gives equal stress on all the four skills unlike other methods of second/ foreign language teaching.

Simplicity of Bilingual Method

Perhaps the most attractive characteristic of BM is its essential simplicity in terms of the teaching technique. GTM is too simple for the teacher at the risk of actual language learning; DM lays great burden on the teacher as the method has complex organisation of teaching techniques. But simplicity in teaching techniques is ever more recommended in the present day teaching practice.

(2) Too complex language teaching methods will create learning problems, especially for the average and below average learner. The learner is to be

kept in mind in developing foreign language teaching methods. Any method, which makes the learning process complex, cannot be recommended for the classroom. (3) Again simplicity of method is required so that the method will be applicable in a variety of language teaching backgrounds. Simplicity of teaching method would yield the following benefits: A simple language teaching method avoids undue stress in any particular aspect of learning. Any such undue stress would result in neglect of several important aspects of learning.

Communicative Approach

In recent years, communicative language teaching has become popular as a method of teaching second/foreign language although it covers a variety of developments in the field, especially in respect of syllabus design and methodology of teaching. Moreover, as David Wilkins (1976) points out, "we do not know how to establish the communicative proficiency of the learner"(82).

An attempt has been made here to outline some of the basic principles of the CA to language teaching. The origin of Communicative Language Teaching relates to the changes in the British language teaching tradition from the late 1960s. The real impetus for the CA came from the changing educational reality in Europe. With the emergence of many independent European countries, there arose the need to teach people the major languages of the member countries of the European Common Market. Education became one of the major activities of the Council of Europe. It encouraged conferences on language teaching and publications of books, which emphasized the need to develop alternative methods of language teaching methods. The CA, to language teaching, has since then become popular in many countries of the world. The CA draws inspiration from current ideas about language, particularly about language as a social tool. Therefore CLT is organized on the basis of certain communicational functions like apologizing, describing, inviting, promising etc. An ESL learner should be familiar with these functions.

It was Hymes whose work laid the foundation for this approach. The CA is rooted in a theory of language as communication and the goal of language teaching is to develop what Hymes calls 'Communicative Competence'. Communicative Language Teaching does not ignore the role of grammar in the process of language learning, but it insists that the grammatical rules are useless unless they are applied to real life situations. Hymes maintains that grammatical

competence is not a sufficient basis for communication. There must be emphasis on usage of the language. CLT lays emphasis on functional, communicative and social

interactive activities. Communicative competence includes the use of language appropriately in given situations. To make language learning practical and realistic in the language classes it is essential to create social and real life like situations. Therefore creating and interpreting everyday situations in the language class should be the important strategy of teaching English as a second language.

Advocates of CLT over the years tried to educate communicative approach to teaching English in their own ways. Amongst scholars who provided theoretical base to the CA, were Halliday and Widdowson.

Henry Widdowson's book, *Teaching Language as Communication* (1978) has dealt with the scholarship between linguistic systems and their communication values. Commands and refusals, declarations, interrogations, and imperatives are linguistic action that must be followed in teaching a language. In other words relating what is done to what is said and what is said to what is done. The primary goal of a communicative approach must be to facilitate the integration of these types of knowledge for the learner. From the existing literature of CLT Richards and Rodgers (1995) conclude the following as the main characteristics of the communicative approach.

- (i) Language is a system for the expression of meaning.
- (ii) The primary function of language is for interaction and communication.
- (iii) The structure of language reflects its functional and communicative uses.
- (iv) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as in discourse.

Interactive model of language teaching is one of the most significant parts of **CA**. It requires communicative teaching material and motivated language teaching. How interaction is achieved in a formal situation is a matter of class- room technique. The teacher is the initiator of the activities and he creates situations that prompt communication between and among the students. Therefore it requires imaginative planning on the part of the teacher.

Drawbacks of the Communicative Approach

Like any other method CLT is also not without drawbacks. Some of them are as follows (1) CLT makes great demand on professional training. Previously the teacher needed expertise in translation, giving explanations, defining, exemplifying, assessing and so on. His role in the classroom range from that of a controller to an organiser, a manager, a supervisor, an assessor and sometimes a participant in language activities. (2) CLT also makes great demands on the teachers' language proficiency. The teacher must be fluent speaker of the target language because language learning takes place not only from the text activities, but also from the wide spectrum of language used by the teacher .(3) CLT does not offer the teacher the security of a textbook. In the more traditional approach it is sufficient for the teacher to follow the prescriptions laid down in the textbook. CLT, however, requires the teacher to be inventive and creative. (4) CLT is more difficult to evaluate students' performance in a communicative class than in the previous approaches. (5) Moreover CLT calls for changes in the attitude of the teacher. The teacher must be willing to participate in the activities, must be encouraging, must have a tolerant response to errors, must give a lot of freedom to the students to express themselves. In other words, the classroom environment must be more democratic than the previous classroom.

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English Language Teaching and Spoken Language

Unit – II – English Grammar

Noun Clause

Both clauses and phrases are basic components of writing sentences. When combined with other parts of speech and other parts of sentences, clauses and phrases help build an intricate system through which your words convey meaning. Understanding the difference between the two is vital to write grammatically correct and properly constructed sentences.

What are clauses?

A clause is a group of words that can act as a sentence, but is not necessarily a complete sentence on its own. All clauses contain both a subject and a predicate, which always contains a verb. A predicate tells something about what the subject is doing. Some clauses can stand alone as a complete sentence; others cannot. Below are a few examples of clauses:

Example 1: She danced. (“She” is the subject. “Danced” is both the verb and the predicate. Even though the clause is only two words, it functions as an independent clause because it can stand alone as a sentence.)

Example 2: While she is dancing, the audience cannot move its eyes off her.

In Example 2, there are actually two clauses. The first “while she is dancing” contains a subject (she) and a predicate (is dancing), but it cannot stand alone as a sentence, making it a dependent clause. The second clause, “the audience cannot move its eyes off her,” contains a subject (the audience) and a predicate (tear its eyes off her), and because it can function as a sentence on its own, it is an independent clause.

What are phrases?

A phrase is a group of two or more words that does not have the subject and verb combination and does not form a predicate. It can contain a noun or a verb, but does not have a subject or predicate. Essentially, a phrase provides some sort of additional information or provides more context to the sentences you write. A phrase can never stand alone as a sentence; however, a phrase can be included itself inside clauses. When a phrase is within a clause, it functions as a part of speech. Below are a few examples of a phrase:

Example 1: The dance was held at the reception hall. (“At the reception hall” is a prepositional phrase. It does not have a subject or predicate, and it cannot stand alone as a sentence.)

Example 2: While she is dancing, the audience cannot tear its eyes off her.

In Example 2 “off her” is a prepositional phrase that is included within the independent clause identified earlier. It does not contain a subject/predicate, nor can it stand alone as a sentence.

What is a Clause?

A Clause is a group of words that contains both, a subject and a verb but cannot always be considered a full grammatical sentence. Clauses can be either an Independent clause (also called Main clause) or Dependent clause (also called subordinate clause).

What is an Independent clause?

An Independent clause is a group of words with a subject and a predicate. It expresses a complete thought and can stand alone. An Independent clause, like all other clauses, has a subject and a verb. When there is no dependent clause in the same sentence, the independent clause is a simple sentence.

Eg. (1) I enjoy sitting by the fire place.

(2) Our planets revolve around the Sun.

What is a Dependent Clause?

A dependent clause is a group of words that has both, a subject and a verb, but (unlike an independent clause) cannot stand alone as a sentence. It is also known as subordinate clause. A dependent clause is dependent because of

presence of words such as before, after, because, since, in order to, although and though.

Eg. (1) He finally finished his novel, after months of research.

— (2) The town where I was born is on the east coast.

(3) I can't make out why she said that.

The underlined words are dependent clauses beginning with after, where, and why.

There are three important ways in which clauses may be described and classified.

[A] In terms of clause elements (subject, verb) from which they are constructed and verb patterns which are formed from these elements. A clause can be analysed into five different types of clause elements: subject, verb, (or verb phrase), complement, object, and adverbials.

Eg. [1]

			Clause		
Suddenly	I		felt		tired.
			Clause		
I	quickly		shut		the door.

[B] In terms of amount of which a clause makes use of verb phrase. On this ground, we distinguish between Finite verb clause, Non-finite verb clause and Verbless clause.

FINITE, NON-FINITE AND VERBLESS CLAUSES.

Clauses are the principal structures of which sentences are composed. A sentence may consist of one or more than one clause. In terms of the amount of use, which a clause makes of a verb-phrase structure, clauses are distinguished as Finite clauses, Non-finite clauses and verbless clauses.

[I] Finite clauses:

A clause whose verb element is a finite verb phrase is a Finite clause. (Leech, Svartvik, 1975) The system has reference only to the principal clause, the verb present in finite clause has agreement with the subject. This finite verb changes according to tense. It is most important of the three types because a complete sentence has at least one independent finite clause.

e.g. This book has three chapters.

These weapons are made of iron.

[ii] Non- finite clauses:

Non- finite clauses are clauses whose verb element is a non-finite verb-phrase , an - - ing , part icip le , an - -ed participle or an infinitive . Non finite clauses can be constructed without subject and they usually are . i) Non- finite clauses take subordinate position in sentences. We have a few examples of non-finite clauses having a subordinate position .

(a) ---ing participle clauses :

- 1) Now irrigate more areas while using less water than before.
- 2) Saving for only 5 years makes a difference to your children ' s future .

(b) ---ed participle clauses :

- 1) Amul the only butter made of fresh cream.
- 3) If not fully satisfied return product for a full refund of purchase price.

{c}---to - infinite clauses:

- 1) Learn computer programming to make a big career fast
- 2) You don't want to prove anything to anyone.

[iii] Verbless clauses:

Verbless clauses are clauses which contain no verb elements,- and often also no subject. They are regarded as clauses because they function in ways which make them equivalent to finite and non-finite clauses, and because they can be analysed in terms of one or more clause elements.

- 1) Thin limp hair?
- 2) So quick so easy.

[C] In terms of clause function, i.e. the function of a clause performs in a sentence. [i] Whether it is a nominal clause (noun clause) [ii] whether it is a Adjective clause, [iii] whether it is an Adverbial clause

What is a Noun Clause?

Definition:

A noun clause is a dependent clause that acts as a noun. It can be used as the subject, direct object, indirect object, object of a preposition, subject complement, or appositive.

Subject: *What I had forgotten was that I had a test today.*

Direct object: *You must choose which flavor of ice cream you want.*

Indirect object: *I will tell whoever will listen my frightening story.*

Object of a preposition: *Jenny is not interested in **whatever** Kiya says.*

Subject complement: *Michael's excuse was **that he had forgotten to set his alarm.***

Appositive: *It seems to bother the teacher **that all the students are being too quiet.***

(That the students are being too quiet seems to bother the teacher. Note that the appositive renames **It**, but does not follow immediately like other appositives.)

It can also be used as an adverbial noun (a.k.a. an adverbial objective or adjective complement), which is a noun that acts like an adverb modifying a verb, an adjective, or an adverb.

*I'm afraid **that we don't carry that ice cream flavor any longer.*** (The dependent clause modifies the predicate adjective **afraid.**)

Noun clauses often begin with pronouns, subordinating conjunctions, or other words. The introductory word generally has a grammatical function in the sentence.

Relative pronouns: *that, which, who, whom, whose, what*

Indefinite relative pronouns: *whoever, whomever, whatever, whichever, whether, if*

Interrogative pronoun: *who*

Interrogative adjective: *what*

Interrogative adverb: *how*

Subordinating conjunctions: *how, if, when, whenever, where, whether, why*

Hint:

Whoever/Whomever - the correct choice in formal writing is whichever pronoun is correct in the subordinate sentence. In informal speech, using the correct pronoun often sounds pretentious.

Whoever is responsible for this mess needs to clean it up. (Whoever is the subject of the verb *is*.)

Whomever you hit accidentally deserves an apology. (Whomever is the direct object of the verb *hit*.)

Sometimes the introductory word is understood.

*Daria told me **she was going to be late.***

*Daria told me (**that**) **she was going to be late.***

Some noun clauses, especially those used as subjects, begin with **that**, which seems to serve no function. It makes sense if you include **the fact** or **the idea** before it. Some modern English constructions that seem to make no sense are the result of our dropping words.

***That** we were late to class really upset the teacher.*

***The fact that** we were late to class really upset the teacher.*

Question clauses - In a noun clause, even if the main clause is a question, the dependent clause is written as a declarative.

Where is your father?

*Do you know **where your father is?***

Not: *Do you know where is your father?*

When did you assign that?

*We all asked **when you assigned that.***

Not: *We all asked when did you assign that.* (Unless the noun clause is in quotation marks.)

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English Language Teaching and Spoken Language

Unit – II – English Grammar

Adjective Clause

What is an Adjective Clause? (with Examples)

When we think of an adjective, we usually think about a single word used before a noun to modify its meanings (e.g., tall building, smelly cat, argumentative assistant). However, an adjective can also come in the form of an adjective clause.

An adjective clause usually comes after the noun it modifies and is made up of several words which, like all clauses, will include a subject and a verb.

Examples of Adjective Clauses

Here are some examples of adjective clauses:

The carpets which you bought last year have become dirty.

The film which you recommended was very fine.

The Components of an Adjective Clause

An adjective clause (which can also be called an adjectival clause or a relative clause) will have the following three components.

It will start with a relative pronoun (who, whom, whose, that, or which) or a relative adverb (when, where, or why).

(This links it to the noun it is modifying.)(Note: Quite often, the relative pronoun can be omitted. However, with an adjective clause, it is always possible to put one in. There is more on this below.)

It will have a subject and a verb.

(These are what make it a clause.)

It will tell us something about the noun.

(This is why it is a kind of adjective.)

1. Why do we use adjective clauses?

- to give more information about a noun or noun phrase *I saw the movie.*
(“Which one?”)
- to give more specific information about a noun or noun phrase *I saw the movie [that you suggested].*
- to give additional information about a noun or noun phrase *I saw Avatar, [which is a science fiction movie].*
- to create more complex sentences *Becoming more proficient in English is something [which you can all aspire to].*
- to join sentences *The movie was excellent. You suggested that movie. The movie that you suggested was excellent.*

2. How do we create adjective clauses?

- use relative pronouns — WHO, WHOM, THAT, WHICH, WHOSE to replace pronouns in simple sentences (e.g. she, it, him, her, its...) *He is the person WHO(M) I was talking about.* (I was talking about him.)
America is a country WHOSE politics can be confusing. (It is hard to follow its politics.)
- use WHERE for places: to replace ‘there’ or prepositional phrases of place *Do you know a place WHERE I can buy electronic equipments? (I would like to buy one at that store.)*
- use WHEN or THAT for times: to replace ‘then’ or prepositional phrases of time *Do you remember the time WHEN we first met? (We didn’t know each other at that time.)*

3. What is the function of a relative pronoun?

- subject, object, adjective, or adverb depending on its function in the relative clause. e.g.

She is the person who bought me this.

They saw something which they had not expected.

They are the people whose daughter graduated.

That is the corner where the accident happened.

4. Can an adjective clause be a sentence?

- no, it is dependent *Whose son is a pianist They are the people whose son is a pianist. Whose parents are they?*

fragment sentence question

5. Is a relative pronoun plural or singular?

- depends on the noun
- that it is modifying *We met some people who were/are travelling around Canada*
I talked to someone who was/is planning to study abroad.
I know a woman who has climbed several mountains.

6. When can we drop a relative pronoun?

- when it is an object in the relative clause *He told me a joke that I had never heard before. He told me a joke I had never heard before.*
- not if it is a subject in the adjective clause *I read a book that was really interesting. I read a book was really interesting.*

7. When do we use commas in an adjective clause?

- when they are not necessary for identifying the noun that is being modified
- with specific nouns that do not require more explanation
- this type of clause is called:
 - a non-identifying clause or

- a non-restrictive clause or
- a non-defining clause

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SIMPLE, COMPOUND AND COMPLEX SENTENCES

Sentences are of three kinds according to their structure.

- 1. A sentence which has only one subject followed by a finite verb in the predicate part is known as the simple sentence.**

Examples of simple sentences

- a) Dogs bark.*
- b) The earth moves round the sun.*
- c) Harsha bought a pen.*

Dogs, The earth and, Harsha are used as the Subjects in these sentences.

The predicate part of the sentences begins with the verb. The verbs in the Predicate parts are Finite verbs as they show tense.

2. DEFINITION

In traditional grammar, a complex sentence is a sentence that contains an independent clause (or main clause) and at least one dependent clause. Put another way, a complex sentence is made up of a main clause with one or more dependent clauses joined to it with an appropriate conjunction or pronoun. A sentence in which two independent clauses are joined by a coordinator is known as a compound sentence.

Examples of compound sentences:-

- a) Manisha is a teacher and her brother is a doctor.*

- b) The boy entered the room and came out after ten minutes.
- c) He worked hard, but failed in the examination.
- d) Study hard, otherwise you will fail.

Each sentence has two clauses:-

Sentence (a) :- I. Manisha is a teacher. II. Her brother is a doctor.
(Co-ordinator -- and)

Sentence (b) :- I. The boy entered the room. II. The boy came out after ten minutes.

(Co-ordinator-- and)

Sentence (c) :- I. He worked hard. II. He failed the examination.

(Co-ordinator -- but)

Sentence (d) :- I. Study hard. II. You will fail.

(Co-ordinator - otherwise)

	Subject	Co-ordinator	Clause I	Clause II
a)	Manisha is a teacher	and	her brother	is a doctor
b)	The boy entered the room	and	(he)	came out after ten minutes
c)	He worked hard	but	(he)	failed the examination
d)	(You) Study hard	otherwise	you	will fail

What is a Compound Sentence?

A compound sentence allows us to share a lot of information by combining two or more related thoughts into one sentence. It combines two independent clauses by using a conjunction like “and.” This creates sentences that are more useful than writing many sentences with separate thoughts.

Compound sentences are important because they allow us to shorten the things we say or write. They express our thoughts in a way that allows our audience to receive information easily and quickly. Often, everything we want to say can be summarized, and it is generally the best choice for communicating. So remember: more words don’t necessarily mean more information.

Examples of Compound Sentence

Here are some examples, the independent clauses are underlined and conjunction is with bold letter.

I drove to the park, **and** then I walked to the beach.

Mike drove to the park, **and** I walked to the beach.

Parts of Compound Sentences

A compound sentence has at least two independent clauses and always includes a conjunction.

a. Independent Clause

An independent clause has a subject and a predicate and makes sense on its own as a complete sentence. Here are a few:

The parrot ate popcorn.

The wolf ran quickly.

He ate candy apples.

He went to the mall.

So, you can see that all of the clauses above are working sentences. All sentences have an independent clause, but all compound sentences have at least two independent clauses.

b. Conjunction

A conjunction is a word in a sentence that connects other words, phrases and clauses. The most common conjunction that you know is “and.” Other common conjunctions are for, but, or, yet, and so. A compound sentence needs at least one conjunction to connect two or more complete sentences.

Conjunctions are important because they let us combine information, but still keep ideas separate so that they are easy to understand. A compound sentence without a conjunction would be a run-on sentence, and would sound very confusing! Here are two sentences, with and without conjunctions:

The boy ran to the park then he ate a sandwich.

The boy ran to the park, and then he ate a sandwich.

So, you can see that we need a conjunction for the sentence to be clear.

It is important to know that the word “then” is NOT a conjunction—it’s an adverb. So, when you are writing a compound sentence and want to use “then”, you still need a conjunction, for example, “so then,” “but then,” or “and then.”

Types of Compound Sentences

As mentioned, a compound sentence combines two independent clauses. But, sometimes a compound sentence is about:

[a] one subject,

[b] two different subjects doing the same thing,

[c] two different subjects doing two different things

[a] When one subject does more than one thing:

Example 1: The boy ran to the park. The boy ate a sandwich there.

These sentences have the same subject, “boy,” but two verbs, “ran” and “ate.” Since both sentences are about what the boy does at the park, we can combine them:

The boy ran to the park, and he ate a hotdog there.

Example 2: Every morning, Shelly eats breakfast.

After breakfast, Shelly works in her garden.

Both of these sentences describe what the subject, Shelly, does every morning. Why not say this in one sentence?

Every morning, Shelly eats breakfast and then she works in her garden.

Again, the compound sentence is much stronger than two separate sentences.

[b] When multiple subjects do the same thing:

Example 1: Yesterday Mohan went to the grocery store.

Sohan went to the grocery store yesterday.

Both subjects, Mohan and Sohan went to the grocery store yesterday.

So, let's combine these things:

Yesterday, the Mohan went to the grocery store, and the Sohan went too.

[c] When multiple subjects do multiple things:

Example 1:

The girl ate cake at the party.

Subject "girl," verb "ate"

The cat drank soda at the party.

Subject "cat," verb "drank"

Even though these two sentences are about two different subjects doing two different things, they both share the phrase "at the party." Since they have this information in common, we can combine them:

At the party, the girl ate cake but the cat drank soda.

The following are the main patterns of the simple sentences in English.

PATTERN-1

SUBJECT + VERB - SV

Examples:

- a) Fire burns.
- b) Gold glitters.
- c) The child cried.
- d) The moon is shining.

PATTERN-2**SUBJECT + VERB + OBJECT - SVO****Examples:**

- a) The teacher praised the student
- b) We bought a new car.
- c) She sang a Meera bhajan.
- d) Valmiki wrote the Ramayana.

PATTERN-3**SUBJECT+VERB+OBJECT (DIRECT) + OBJECT (Indirect)**

Examples:- SVOO

- a) Grandma told me a fairy tale.
- b) The postman gave me a letter.
- c) His father bought him a laptop.
- d) The teacher asked the students a simple question.

PATTERN-4**SUBJECT + VERB + COMPLEMENT = SVC**

Examples

- a) The child appears innocent.
- b) She feels cold.
- c) She looks beautiful.
- d) Munabhai became a doctor.
- e) Father is tried.

PATTERN-5**SUBJECT + VERB + OBJECT + COMPLEMENT = SVOC**

Examples

- a) We elected Mr. Mohanty Chairman.

- b) Noble deeds make a person immortal.
- c) Modern scientists have proved the theory wrong.
- d) Police found the man guilty.

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Adverbial Clauses

In a complex sentence adverbial clauses perform the same function as an adverb in a simple sentence:

You may go out /where you want.

Adverbial clauses are connected with the main clause by means of subordinators – some of these have one meaning only, so that we can immediately classify the clause as belonging to a certain type of adverbial clause.

Adverbial Clauses of Time : Finite Clauses of Time

Express the time or duration of the action and answer such questions as when, how long, since when.

The two actions may be simultaneous, one may follow or precede the other, it may last until the other has begun, etc.:

He whistled while he washed the car.

When he finished he went for a drive.

The most common subordinators introducing clauses of time are: when, whenever, while, as, as soon as, as long as, till, until, since, after, before, hardly...when, no sooner... than

When : Expresses that the action of the main clause and that of the subordinate clause are either:

simultaneous: When the cat is away, the mice will play.

follow each other: I'll ring you up when I come home.

A clause of time introduced by the conjunction when may function as a postmodifier in a nominal phrase.

There are moments when he feels miserable.

While : denotes a continuous activity – the action is:

simultaneous: While she was waiting for the train, she read a magazine.

already in progress before the action in the main clause:

While I was mowing the lawn he came up to me.

While and when are often synonymous:

While / When she was resting upstairs, the burglar broke into the basement.

As : As normally introduces a clause in which the action is in progress – refers to past action only and denotes:

simultaneity: His eyes glittered as he looked at his new car.

gradual development: As night came on, the wind calmed down.

As soon as : denotes that the actions in the subordinate and in the main clause closely follow each other:

As soon as we received your telegram, we prepared the goods for shipment.

No sooner ... than: No sooner was the pickpocket set free than he stole the purse from an old lady's handbag.

Hardly... when: Hardly had the book appeared when it was sold out.

As long as : I'll never eat meat as long as I live.

Till, Untill : denotes the concluding moment of the action expressed in the main clause; until is usually preferred when the subordinate clause precedes the main clause:

He stood thunderstruck till the danger was past.

Since : denotes a point of time to which the action in the main clause is subsequent:

He has been living with the landlady since he entered the university.

After : indicates that the action of the subordinate clause precedes that of the main clause:

She went to England after she graduated.

We arrived at the theatre after the play had started.

Before : shows that the action expressed by the main clause precedes that of the subordinate clause:

He always reads an hour or so before he falls asleep.

Non-finite Clauses of Time

Gerundial clauses of time are introduced by the subordinator on and in.

On emphasizes the idea of an immediate succession:

On arriving at the cottage, Tom found it burnt down.

If followed by the gerund, forms a temporal frame for the action expressed in the main clause:

He was mistaken in thinking she was single.

Adverbial Clauses of Place

It indicates the place of the action and answer the question where; they are introduced by where, wherever, anywhere.

Adverbial clauses of place introduced by where denote:

the place of the action: I found the bag where I had left it.

the direction of the action: He went where the doctor sent him.

Adverbial clauses of place may function as object to a preposition:

I could see him very well from where I stood.

Adverbial Clauses of Reason

Finite Clauses of Cause or Reason : indicate why an action was done and answer the question why; while the subordinate clause denotes causer or reason, the main clause expresses result.

Subordinators: because, as, since, that, now that, on the grounds that, for the reason that, in that

Because is the most common conjunction introducing a clause of cause or reason:
The pilot had to descend because he was short of fuel.

As, since : the emphasis is not so much on the reason as on the result expressed in the main clause:

As it was raining, we stayed indoors all day.

Since the girl was very shy too, the young couple sat in silence.

That – the preceding main clause is a rhetorical question

Non-finite Clauses of Cause and Reason

1. Gerundial clauses:

Owing to his careless driving he has had many accidents.

He was fined for driving too quickly through the village.

2. Participial clauses (in initial, medial or final position):

Knowing that he couldn't go to his daughter, he tried to telephone her.

a. present participle expresses simultaneity:

Knowing French well, he translated the letter without dictionary.

b. perfect participle denotes an action which precedes the action denoted by the finite verb:

Having missed the bus, I was late for my appointment.

c. -ing participial clauses may have the structure of:

Having plenty of time, we did not hurry.

Adverbial Clauses of Result or Consequence :

Finite Clauses of Result or Consequence : Clauses of result denote the result of the action expressed in the main clause; they answer the question

With what result? and are connected with the main clause by the phrasal conjunction so that or by that:

He left after seven so that he must have caught the 8.15 train.

Adverbial Clauses of Purpose : Finite Clauses of Purpose : indicate the purpose of the action expressed in the main clause; they answer the question what for, for

what purpose; introduced by subordinators in order that, for the purpose that, so that, so as to, for fear that, lest

I spoke louder in order that everybody might hear me.

Non-Finite Clauses of Purpose : Infinitival clauses:

She rang up her mother to ask her to dinner.

I had to keep shaking my head in order to stay awake.

I'll go there at once in order not to be late.

Gerundial clauses:

This aeroplane is used for transporting goods.

Adverbial Clauses of Condition

Conditional clauses state the condition that must be satisfied before the action of the main clause can come true; they are introduced by subordinators such as: if, if only, so long as, suppose, supposing, provided, providing, on condition, on the understanding, unless

If is the most common conditional subordinator; it may also have the meaning of: whenever: If I make a promise, I keep it.

as, since, because: If the children haven't eaten, they must be hungry.

Suppose / Supposing that you told her the truth, what would she do?

Unless is used for a negative condition and has the same meaning as if... not eg. You won't catch the train unless you take a taxi.

Unless she studies harder, she won't pass the exam.

Adverbial Clauses of Concession : Finite Clauses of Concession

denote some obstacle which does not prevent the realization of the action expressed in the main clause; they answer the question In spite of what?; they are introduced by the following subordinators:

Although, though

Although it was cold and rainy, we enjoyed the trip.

For all : For all your arguments you won't convince me.

Even if : I cannot be angry with him, even if I try.

Whether... or : Your father won't raise any objection whether you take only a part-time job or you stop working.

Adverbial Clauses of Manner : Finite Clauses of Manner express the manner in which an action is done; they answer the question how; they are introduced by the subordinators: as, as if, but:

As : They keep the house as it was in the poet's lifetime.

As if (as though) – expresses a supposed present or past fact ; the subjunctive were or the modal past tense or the modal past perfect is used

He spends his money as if he were rich.

Like ; It rained like it would never stop.

Non-Finite Clauses of Manner

infinitival clauses of manner are introduced by as if and as though

He sighed deeply as though to emphasize his exasperation.

gerundial clauses of manner, preceded by prepositions by, in or without

He spoke without thinking of the consequences.

participial clauses of manner; emphasizes the simultaneousness of the action expressed by the participle

She came into the house, calling her husband.