

**TECHNOLOGY IN ENGINEERING CLASSROOM FOR TEACHING AND
LEARNING OF ENGLISH GRAMMAR WITH REFERENCE TO THE
PRESCRIBED TEXT BOOK, “ENGLISH FOR ENGINEERS”:
PARAPHERNALIA**

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Abstract

Vocabulary functions as an existential foundation for language. Additionally, vocabulary learning is one of the most problematic fields in second language learning. It has attracted cynosure of a wealth of studies in recent years. However, the fact that majority of Telugu spoken (L2) learners have learnt English through traditional methods has compounded the problem. The use of technology has become widespread in the educational institutions and has been shown to assist in the achievement of student learning objectives. Researchers prove that involvement of technology in teaching help in enhancing student learning and educational outcomes. Moreover, it has been found to boost concentration and engagement.

Technology, in one form or another, is for all time part of the teaching and learning milieu. It is part of professional paraphernalia for classroom learning that has changed its environment significantly in the recent past. The escalating variety and accessibility of technology; has extended the technology tools and opportunities, the teachers have to use technology. “Computer devices are more powerful and come in different forms. The internet connects those devices and connects students to each other in the classroom.” (Eady, M. J. & Lockyer, L, 71). This paper throws light on how web tools to support student learning through applications and websites, regardless of the network devices. A few web tools that help the students use, create, and share information on computer devices and over computer networks are discussed here.

Key words: ICT, Innovative methods, Learning milieu, MOOC, Paraphernalia,

Introduction

Computers are inter-connected each other to deliver notes, lesson plans, teaching schedule, conducting tests sending and receiving assignments from the students. Now-a-days, possessing digital devices in the hands of the every student has become a part and parcel of their lives. With the advent of internet, learning has become hand in hand and the learners show much interest to do activities that are assigned to their smart phones. Implementation of technology in the classroom leaves an impact on 21st century global students. Educational institutions, government departments, teachers and parents consider technology as a critical part of a child's education. It is implied that recent developments in technology have an impact on the way people create, share, use and develop information in society, and the young learners require technical skills in the use of information and communications technologies (ICT).

The role of ICT plays in education benefits teachers an occasion to devise learning experiences that exists technology. Nonetheless, advances in and accessibility of technologies make the potential look as if almost infinite. A teacher has many considerations while the appropriate use of technology. Just as teachers keep up to date with syllabus designing, new educational policies and advances they keep up to date with the technological tools available to them.

Developing knowledge and skills related to Information and Communication Technology among the students provide an important benefit for classroom learning. It provides equal opportunity to both of classroom users. The requirement to keep speed with the public and put in order students for their roles in society is just to use technology in education. Scholars and researchers point to the potential of technology to increase motivation and enhanced learning. With technology now being component of our everyday lives, it is time to alter the concept of integrating into the syllabi rather than introducing into the pedagogy, to support the learning process.

The teacher in his empirical experience, he has utilized the available one of the web tools for developing functional grammar among the engineering students. I appreciate their cooperation and for showing interest in using the web tool. It emphasizes on how to develop grammar, vocabulary and language integrated skills among the engineering students with the help of Edmodo software. The exercises are taken from the prescribed text book called "English for Engineers" under JNTUH, Hyderabad.

A large number of students enter the job market with an engineering degree every year. With a limited number of employment opportunities, communication and language skills play a key role in increasing the employability of the candidates. Besides, the use of English has extended to all spheres of present-day living, the primary objective of the course is to prepare learners to use English effectively and communicate confidently, especially in the context of campus placements. Few topics are chosen from the prescribed textbook to conduct online classes for teaching Vocabulary, Grammar, Homonyms, Homophones, Homographs, Idioms and Phrases etc.

VOCABULARY

The topic is selected from the text book to help learners tackle new and difficult vocabulary. Since it is a broad topic, the researcher has covered up few of its sub-topics from the main list. They are likely to encounter in the texts of their areas of specialization. It includes word formation, prefixes, suffixes, abbreviations, acronyms, technical vocabulary etc.

DAY 1

INTRODUCTION TO THE TOPIC: VOCABULARY DURATION: 1 HR.

Brainstorming session, the introduction is given on the importance and usage of vocabulary in their day-to-day life. Also emphasized on the how it is useful for career development.

To conduct classes in the classroom/lab, permission is sought from the Head of the department to utilize computers, LCD projector and internet facility. Students are not given any monetary benefits for participating in the study. While in the college they can avail of the college Wi-Fi facility and the exercises are done with their mobile data after college hours. The participation and cooperation of the students is appreciated Learning vocabulary is one of the most important areas that engineering students encounter in everyday life. Vocabulary helps to learn various domains particularly, other competitive examinations. It used to be ignored in earlier days. However, students show interest in this area to write competitive examinations that are taken in English these days. Keeping the demand and importance of vocabulary for engineering students, a separate chapter "Vocabulary Building" has been introduced under "Advanced Communication Skills" Syllabus at B.Tech III yr level. Students learn strange vocabulary in these categories: One-Word substitutions, Synonyms and Antonyms, Correction of Sentences, Idioms and phrases, etc. In this semester they are trained in Cloze tests, IELTS, TOEFL etc. To enrich vocabulary they are advised to visit www.vocabulary.com website for gaining vocabulary skills. Those who are writing/preparing for IELTS examination, they are advised to do free online tests as many as they want while visiting www.tcyonline.com. Teachers at engineering colleges are keen in searching effective approaches to enhance vocabulary development. It is more important than familiarity with the form and meaning of words.

To mention, some of the applications available for downloading and also compatible to smart phones and iphones too. "dictionary.com" and "word of the day" send every day "word of the day" to the recipients. Students will be able learn new words and practice accordingly and discussions are taken place in the classroom on the new words. Some of the useful screenshots are provided for more information about "Magoosh" GRE Vocabulary. Students can do practice tests in their own leisure time.

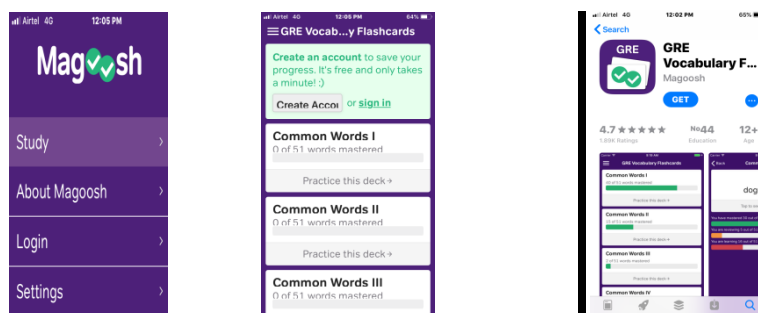


Fig: Magoosh screen shots of the mobile application

WORD FORMATION (PREFIXES AND SUFFIXES)

Look at the two sets of words listed below:

Set 1

Do- *undo*

Sincere-*insincere*

Judge-*misjudge*

Engage-*disengage*

Biography-*autobiography*

Set 2

Nation-*national*

Drive-*driver*

Enjoy-*enjoyment*

Inspire-*inspiring*

Motivate-*motivated*

In both the sets above, there are pairs of words. In each of the pairs, the second word is formed from the first word: in Set 1 new words are formed by adding something before the given words, whereas, in Set 2 new words are formed by adding something after the given words. What we add before words is called 'prefix' and what we add after words is called 'suffix.' The prefixes from Set 1 are: *un-*, *in-*, *mis-*, *dis-*, and *auto-*, and the suffixes from Set 2 are: *-al*, *-r/er*, *-ment*, *-ing*, and *-d/ed*.

PREFIXES AND SUFFIXES:

Prefixes and suffixes are called affixes and they are elements added to existing words to form new words. The process of adding affixes is called affixation and the words to which these elements are added are called root words.

Examples:

| Prefixes | Suffixes |
|----------------------|--------------------|
| Re- + write =rewrite | read+ -ing=reading |

| | |
|-----------------------------|--------------------------|
| in- + capable=incapable | nation+ -al= national |
| un-+acceptable=unacceptable | modern+ - ity= modernity |

Small changes in spelling are to be carried out while adding some suffixes as shown below.

| | |
|---------------------------------|-----------------------------|
| fame+ - ous=famous | torture+-ous=torturous |
| happy+ -ness= happiness | sacrifice + -al=sacrificial |
| justify+ -ication=justification | confuse + - ion= confusion |

| Prefix | Meaning | Example |
|--------------|--------------|---------------------------|
| <i>pre</i> | Before | Prelude, precondition |
| <i>un</i> | Not | Unacceptable unreal |
| <i>dis</i> | Not | Disadvantage, dismount |
| <i>re</i> | Again | Reawaken, rewrite |
| <i>mis</i> | Not, wrongly | Misunderstand, misbehave |
| <i>in/im</i> | Not | Impossible, inappropriate |
| <i>bi</i> | Two | Biannual, bicycle |
| <i>inter</i> | Between | Interact, interchange |
| <i>super</i> | Above | Supersonic, superman |
| <i>sub</i> | Under | Submarine, subsoil |

| Prefix | Meaning | Example |
|-----------|-------------------|------------------------|
| er | Comparative | Higher, lower |
| er | Doer | Worker |
| able | Can be done | Usable, considerable |
| ous | Full of | Joyous |
| ness | State of being | Kindness |
| ful | Full of | Peaceful |
| ly | In the stated way | Loudly |
| ment | State of | Enjoyment |
| ed | Past tense verbs | hopped |
| <i>an</i> | Opposing | Antibiotic, anticlimax |

Students can practice in the downloadable application in their smart phones, “*English Prefixes and Suffixes*” at minimal cost.

INTRODUCTION TO SYNONYMS AND ANTONYMS

A rich vocabulary is an asset in any communication scenario - be it written or spoken. Often while speaking or writing, in the absence of a wide range of vocabulary, we tend to repeat the same words. For instance, instead of overusing the word 'like' in contexts such as 'I like gadgets', 'I like Ghantashala songs', 'I like playing computer games more than watching television', we can use more precise synonyms of 'like' such as 'prefer', 'admire', or 'appreciate', depending on the context.

Synonyms are words with similar meanings, but differ in connotation. For instance, though the words 'slim' and 'skinny' are synonyms, they are slightly different in terms of meaning.

Example:

| | | |
|--------|---|--------------------------------------|
| Slim | - | thin, or attractively thin |
| Skinny | - | very thin, disapprovingly thin |
| Brainy | - | having or showing intelligence |
| Smart | - | having or showing quick intelligence |

Having knowledge of synonyms helps students to be more accurate in meaning. They also help maintain brevity and effectiveness in communication. If the word 'close' is considered for explanation, depending on the context in which it is used, it takes on the following meanings:

| Contextual meaning | Synonyms |
|-----------------------------------|-----------|
| Close (short distance) | near |
| Close (connection or resemblance) | Strong |
| Close (done in a careful way) | careful |
| Close (not willing to disclose) | Secretive |
| Close(carefully guarded) | tight |

According to Ahmadi et al. "Vocabulary learning plays an important role. Several theorists and investigators in learning stated that vocabulary learning and foreign language learning have a strong relationship to each other. Vocabulary learning shows the range of the lexical gap which students experience in vocabulary with authentic reading subjects. Vocabulary learning is a difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment." (2012)

Antonyms are pairs of words with opposite meanings. There are three categories of antonyms:

| Category | Explanation | Examples |
|------------------------|--|--|
| Graded antonyms | The relationship between the two words with opposite meanings lies along a continuous spectrum | Heavy – light (weight is a continuous spectrum), Dangerous - safe |
| Complimentary antonyms | Pair of words with opposite meanings which do not lie on a continuous spectrum | Mortal – immortal, occupied - vacant |
| Relational antonyms | Pairs of words that refer to a relationship from opposite points of view | Teacher – student, Doctor - patient |

Antonyms not help broadening one's vocabulary but also help us to think critically, categorize, compare and contrast things and concepts. Students are advised to download the below mentioned mobile application for vocabulary building. The screenshots of the same is mentioned below.

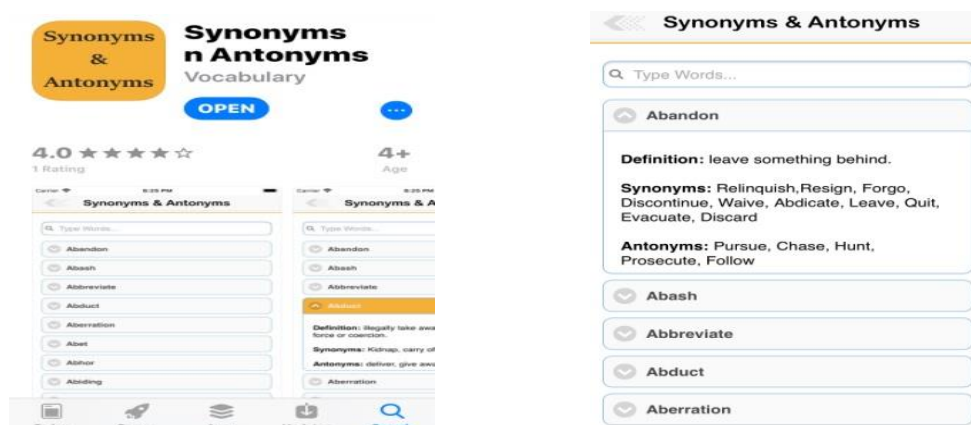


Fig: Screen shots of the mobile application

DAY 2: PRACTICE

Note: Change the grammatical category of the words in Column A, using an appropriate suffix from the box below.

-ly -able -ment -ise -ism -ic -ity
-y -ion- -ous -ive -en -ing

| | Column A: Word | Column B: Grammatical category | Column C: New word |
|----|----------------|--------------------------------|--------------------|
| 1 | Solid | Verb | <i>Solidify</i> |
| 2 | Move | Adjective | |
| 3 | Crystal | Verb | |
| 4 | Magnet | Adjective | |
| 5 | National | Noun | |
| 6 | Deliver | Noun | |
| 7 | Advertise | Noun | |
| 8 | Space | Adjective | |
| 9 | Fright | Verb | |
| 10 | Assess | Noun | |

After practice the contents, tests on the topics also planned very next day.

“A significant difference between current language teaching practices and those of, say, a half a century ago, is the absence of proclaimed "orthodoxies" and "best" methods. We are well aware that methods, as they were conceived of 40 or 50 years ago or so, are too narrow and too constrictive to apply to a wide range of learners in an enormous number of situational contexts. There are no instant recipes. No quick and easy method is guaranteed to provide success” (Brown, H. Douglas, 2000).

DAY 3: TEST – 1 - A

Add suitable affixes to form grammatical categories.

1. Adequate Ans: _____
2. Suffocate Ans: _____
3. Attract Ans: _____
4. Additional Ans: _____
5. Activate Ans: _____
6. Capable Ans: _____
7. Logical Ans: _____
8. Corrode Ans: _____
9. National Ans: _____
10. Torrent Ans: _____

TEST – 1 – B.

A). Identify the synonyms of the words in bold.

1. The number of votes cast by the members of the committee will be counted to determine the next chairperson.
 - a. Regulate b. decide c. rule d. diagnose
2. Any changes to the proposed construction plan must be authorized by the Chief Engineer of the Roadways Department.
 - a. approved b. allowed c. agreed d. decided

B). Fill in the blanks with antonyms of words in brackets.

1. one of the key elements in Darwin's theory of evolution is _____ selection. (artificial)
2. The two phones were _____ in every way except for the price. (different)

As Brown says, "While the general definitions of language, learning, and teaching offered might meet with the approval of most linguists, psychologists, and educators, points of disagreement become apparent after a little probing of the components of each definition. For example, is language primarily a "system of formal units" or a "means for social interaction"? Or, for better retention, should a teacher emphasize extrinsic or intrinsic motivation in students? Differing viewpoints emerge from equally knowledgeable scholars, usually over the extent to which one viewpoint or another should receive primacy".(2000).

CONCEPT OF WORD FORMATION (HOMONYMS, HOMOPHONES AND HOMOGRAPHS)

DAY 4: INTRODUCTION TO THE TOPIC: "HOMONYMS"

DURATION: 1 HR.

Definition: A homonym is a word that is said or spelled the same way as another word but has a different meaning. "Write" and "right" is a good example of a pair of *homonyms*.

Examples:

CAN you get me a CAN ?

The first can means be able and the last can means a container.

I want to BOOK (placing an order) another BOOK.

As and when I go to a BANK I always BANK on my friend for filling in forms who loves to spend by the BANK of a river.

Samantha ROSE up to pick up a ROSE.

Tell me their ADDRESS so as to ADDRESS them.

The SCALE (fish) is weighed on the SCALE (balance)

The FAIR girl is really FAIR at the FAIR.

She wants to LIE down in the couch only to LIE on the issue.

I SAW a man with a SAW.

During a day night CRICKET we are disturbed by a CRICKET.

I hit a BAT with my cricket BAT.

REST of us want to take REST in a REST room.

I am not PATIENT enough to look after the PATIENT any longer.

Despite his FINE performance in a T20 match the cricket board imposed some FINE

DAY 4: INTRODUCTION TO THE TOPIC: "HOMOPHONES" DURATION: 1 HR.

Definition: A homophone is a word that sounds the same as another word but has a different meaning and/or spelling. "Flower" and "flour" are *homophones* because they are pronounced the same but you certainly can't bake a cake using daffodils.

Examples:

Adopt

Meaning: *Adopt* is to take something over.

Sentence: They were unable to have children of their own, so they decided to adopt a child.

Adapt

Meaning: *Adapt* is to change something to suit your needs.

Sentence: When children go to a different school, it usually takes them a while to adapt. She has adapted herself to college life quite easily.

Pear

Meaning: fruit

Sentence: My favorite fruit is a pear because it is very juicy and has lots of flavor.

Pair

Meaning: a set of two things

Sentence: I had just bought a new pair of shoes at the store and when I went to school another girl had the same exact shoes.

Eminent

Meaning: Anyone highly regarded or prominent is eminent.

Sentence: *Eminent* people are very successful at their jobs.

Imminent

Meaning: *Imminent* describes something that's about to happen, and it's not always good.

Sentence: "One official said that unless the city 'hit the jackpot,' bankruptcy was *imminent*." (New York Times)

DAY 4: INTRODUCTION TO THE TOPIC: "HOMOGRAPHS"

DURATION: 1 HR.

Definition: Use the noun homograph to talk about two words that are spelled the same but have different meanings and are pronounced differently — like "sow," meaning female pig, and "sow," to plant seeds.

The word *homograph* merges *homos*, the Greek word for "same," with *graph*, "to write." If two words are written identically but don't share a meaning, they are homographs. Some examples are *close* ("to shut") and *close* ("nearby"); and *bass* ("deep") and *bass* ("the fish"). Homographs are confusing at first look, but after practice the students will easily figure out .

1. Close

- a) Shut: Did you close the windows before leaving the house?
b) Near: The post office is close to the bank in the main town.

2.

Bow

- a) Type of knot: She always wraps her presents with colourful bows /bəʊz/
b) To make a forward movement with the top part of your body: Japanese people always bow /baʊ/ to show respect.

3.

Bat

- a) in baseball or cricket: Tom has a strange way of holding his cricket bat.
b) an animal: We often see bats in our garden in the early evening.

4.

Minute

- a) tiny: The chances of success were minute /maɪnju:t/
b) unit of time: I will be with you in just a minute /mɪnɪt/

5.

Ball

- a) sphere: We love ball games.
b) a dance: At university, there was always a Summer Ball.

6.

Fly

- a) move through the air: I love to watch the birds fly from tree to tree.
b) an insect: I hate it when a fly lands in my soup!

7.

Left

- a) direction: When you get to the end of the road, turn left.
b) past tense of leave: She left the office at 5pm. NB: In this example, "left" doesn't mean "went". That is a mistake on the image. It should say "departed" past tense of the verb "depart".

8.

Pupil

- a) part of the eye: Simon has very large pupils.
b) Student in a school: Jessica is the star pupil in her drama class.

9.

Sewer

- a) drain: There is an extensive sewer /su:ə(r)/ system under the city of London.
b) Someone who sews: Alice is a good sewer /səʊə(r)/. NB: This meaning is not commonly used in English. We refer to a person who sews as either a seamstress (female) or tailor (female and male)

10. Wound
 a) past tense of to wind /waɪnd/: Ben wound /waʊnd/ the tape up after he had finished with it.
 b) to injure or an injury: Three soldiers were wounded /wu:ndəd/ in the attack./ The wound /wu:nd/ in my leg is taking a long time to heal.
11. Fair
 a) just: I think that the boss was very fair in the way he handled the dispute between the two sides.
 b) exhibition: There's an arts and crafts fair this weekend. Would you like to go?
12. Fan
 a) an admirer: I am a huge fan of Woody Allen's films.
 b) a cooling device: Can you switch off the fan, please? I'm really cold.

DAY 5: TEST

Select the suitable answer.

1. The cow eats _____ (maize/maze)
2. Balls were _____ into the sack (throne/thrown)
3. What word means speed and also means to go without food?
 Ans: _____
4. What word means did fall and also means to cut down a tree?
 Ans: _____
5. What word means someone who likes you and is also a device to stir up air?
 Ans: _____

Vocabulary knowledge in foreign language (L2) has effects on non-native speakers in reading and written language. Various studies indicate a significant correlation between vocabulary learning and L2 language learning. It recognizes that vocabulary knowledge plays an important role L2 language learning. Researchers find that vocabulary knowledge is a critical predictor of L2 learning and reading motivation in first and second language learning.

According to Sarani and Kafipour (2008), although vocabulary learning is important in foreign language learning, they found that EFL students have insufficient skills and learning strategy in vocabulary. Oxford (1997) explained that the strategy has significant effects on motivating and fostering students' vocabulary learning. When students concentrate solely on the meaning of a single word and do not focus on the contextual meaning of the word, they would not be able understand and recognize the whole text even if they might know the meaning of every single word. In general, the lack of ability to use strategy in vocabulary learning has affected students' success in foreign language learning (Laufer, 2003).

ARTICLES (A/AN/THE)**DAY 1- INTRODUCING THE TOPIC****DURATION: 1 HR.**

Definition: What are articles?

In English articles define/modify the nouns in a sentence. There are two kinds of articles:

1. Indefinite articles : 'a', 'an'

Example: Let's go to a movie.(=any movie)

2. Definite article : 'the'

Example: The movie at Big Cinema is getting good reviews.(=that particular movie)

The use of indefinite article 'a/an'

They are used:

- Before a noun which has not been introduced earlier
Example: Once upon a time there lived a farmer in the village.(=The speaker is introducing the 'farmer' for the first time in the story.)
- Before an unspecified singular noun
Example: Can you get me a book? (=The speaker is not asking for any particular book).
- Before a singular noun while defining essential properties of a class/species
Example: A bird has a beak, wings and feathers, (= defining essential features of the entire class of birds)
- Before a singular object in the sense of 'one'
Example: She earns Rs 10, 00,000 in a year.(=in one year)
- With some phrases indicating quantity.
Example: a few days, a lot of money

The difference between 'a' and 'an'

Both 'a' and 'an' are indefinite articles. But they are used in different contexts depending on the sound patterns and not spellings.

- The article 'a' is used when the noun starts with a consonant sound (Examples: a table, a girl, a B.Sc degree). It is also used in cases where the word beginning with a vowel letter has a consonant sound (Example: a university, a European country).
- The article 'an' is used when the non starts with a vowel sound (Examples: an eye, an undercover agent). It is also used where a word beginning with a consonant letter has a vowel sound.) Examples: an hour, an MLA).

The use of the definite article 'the'

It is used:

- Before a noun which has already been introduced earlier

(Example: Once upon a time, there lived a farmer in the village. The farmer had a son and a daughter.

*In the first reference an indefinite article is used, while in the second one, the definite article gets used.)

- Before some geographical areas and entities like seas, rivers, oceans, groups of islands, mountain ranges which do not have clear political boundaries (Example: the Himalayas, the Deccan Plateau, the Pacific Ocean)
- With names of some countries which are historically a group of territories (Example: the United States of America, the Netherlands)
- Before nouns which are unique and only one of their kind (Example: the Sun, the moon, the internet)
- Before superlative adjectives (Example: the most difficult question, the highest peak)
- Before common nouns which are made unique by the use of adjectives such as 'first', 'primary', 'main' etc (Example: the main reason, the primary target).
- Before nouns when they refer to the entire class or species in order to make the referent of the noun generic (Example: the tiger is in danger of becoming extinct)
- Before adjectives which are used as nouns (Example: using 'the poor' to mean 'the poor people').

Omission of the articles

- Before proper nouns of people, languages, countries, cities, towns, single mountains etc,
Examples: 1. India is known for unity in diversity
2. I speak Telugu.
- Before the names of academic subjects
Example: I study biology
- Before plural nouns (mainly biology, animals, birds, people) in the generic sense.
- Examples: 1. Tigers are in danger of becoming extinct.
2. Indians are very caring.
- Before abstract and material nouns in the general sense
Examples: 1. Life is full of surprises
2. Tourism is destroying many beautiful natural spots.
3. Platinum is costlier than gold.

Brown opines, "Yet with all the possible disagreements among applied linguists and SLA researchers, some historical patterns emerge that highlight trends and fashions in the study of second language acquisition. These trends will be described here in the form of three different schools of thought—primarily in the fields of linguistics and psychology—that follow somewhat historically, even though components of each school overlap chronologically to some extent. Bear in mind that such a sketch may suggest dichotomies

in philosophical positions, and such contrasts are rarely so simplistic in the study of issues in SLA.” (2000).

DAY 2: TEST

Fill in the blanks with suitable articles from the given brackets below

1. Farmers used ____ (the/a) constellations in ____ (the/a) night sky for predicting the seasons.
2. _____ (the/a) man who invented the USB technology didn't make any money out of it.
3. The Netherlands is ____ (a/the) beautiful country.
4. I have ____ (a/the) luggage to be booked.
5. The poor become poorer, _____ (the/a) rich become richer.

PREPOSITIONS

DAY 1: INTRODUCING THE TOPIC

DURATION: 1 HR.

Definition: A preposition is a word that shows the relation between a noun or pronoun and the rest of the sentence.

Look at the examples given below and note the prepositions in them.

- The ship docked at the harbor before sunrise.
- The passengers waited on the deck for further announcements.
- The captain was in his cabin when the storm struck.
- The liner is going to Southampton.

Types of Prepositions

There are four main types of prepositions as shown in the table below.

| Prepositions of time | Used for | Example |
|----------------------|---|----------------------------------|
| At | Specific time Precise time | at 4.00 am at noon of the day |
| On | For days and dates | On Wednesday; on 2 June 1969 |
| In | For longer periods like months, years, seasons etc, | In January; in 2017; in summer |
| For | Duration of time | For three years, for a year |

| Prepositions of place | Used for | Example |
|-----------------------|----------|---------|
|-----------------------|----------|---------|

| | | |
|----|---------------------------------|-----------------------|
| At | A specific time | At the library |
| On | Referring to an area or surface | On the terrace |
| In | A place with a boundary | In a room; in the sea |

| Prepositions of direction | Used for | Example |
|--|---|--|
| Towards, into, up, across, around, in, etc., | Expressing a direction | Towards the temple; across the street; around the corner etc. |
| Prepositions of agent | Used for/to | Example |
| by | -Show how something has been done -show how somebody commutes -indicate the agent in passive voice -works written/done by people | -manufactured by machines -travels by bus -We were informed by the authorities -built by Visveswaraya |

DAY 2: TEST

Fill in the blanks using the correct prepositions

1. The politician divided his property _____ his three daughters. (between / among)
2. My brother has a two-wheeler _____ (beside / besides) two small cars
3. _____ (In / at) our everyday life we read many things.
4. During our trip to Shimla, the train went _____ (across / through) a tunnel.
5. You can consult doctor for tips to sleep _____ (in / under) hot and humid weather.

Discussion & Conclusion:

In the past, vocabulary teaching and learning were often given scarce attention in language programs. In more recent times, however, we have witnessed a renewed surge of interest in the nature of vocabulary and the role it plays in learning and teaching a language. This can be attributed to the fact that traditionally it was believed that vocabulary knowledge can be gained incidentally in an automatic manner, so specification was

made to other aspects of language such as grammar, reading or speaking (Brown, 2001). But nowadays, the status of vocabulary seems to be changing (Richards & Renandya, 2002). Vocabulary is obviously a very important element in a language as the majority of meaning is carried out lexically (Hunt & Beglar, cited in Richards & Renandya, 2002). While learning a language cannot be reduced to only learning vocabulary, but it is also true that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way (Brown, 2007). Different things, however, can go wrong in learning vocabulary. Probably the most basic problem is the inability to retrieve vocabulary that has been taught. In this situation either communication breaks down altogether or the student has to convey the message in a different way by drawing on his strategic competence (Decarrico, cited in Celce Murcia, 2001).

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