

**ARTIFICIAL INTELLIGENCE (AI) AND TRADITIONAL PEDAGOGIES IN
TEACHING VOCABULARY AND GRAMMAR AT THE UNDERGRADUATE
LEVEL THROUGH A COMMUNICATIVE APPROACH**

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Abstract

Role of Artificial Intelligence (AI) and Traditional Pedagogies are different entities. Yet they are complementary to one another. Both AI tools and teacher-led methods encourage using language meaningfully. For this, educators must be familiar with AI tools to integrate them effectively. Similarly, not all students may have equal access to devices or internet. Thus, traditional methods are very effective in teaching-learning process that follows a systematic progression from simple to complex concepts. Teaching vocabulary building and grammar aims at developing basic skills such as reading, writing, speaking and listening. Literature is essential while teaching vocabulary building and grammar. It is vague to teach vocabulary and grammar without literature or in isolation. Teaching vocabulary building and grammar at undergraduate level is an easy task. The students are already well acquainted with many words. There are some strategies to develop vocabulary. Reading of newspapers, short stories is the only way to enrich vocabulary. Students have more exposure only if they read. So motivating students to read anything is at teacher's hand. Some interesting exercises be given to the students. This paper aims at suggesting such interesting exercises.

Like reading, listening and speaking are also useful to develop vocabulary. Non-speaker of Hindi students understands Hindi easily because they are exposed to many Hindi programmes on television. Generally students hate to speak in English. But it is teacher's duty to organize different programmes in the college so as students can take one step ahead. Similarly teacher can ask the students to write whatever they feel. Even they may write about their daily routine or activities and the teacher should correct the mistakes made by them.

Undergraduate students upto +2 level have studied grammar in isolation. But they don't know why we should use passive construction or indirect narration. So grammar should be taught in the contextual manner at this level. Teaching grammar requires different methods for different parts. If the teacher uses different methods to create interest among the students, the student would easily learn better English.

Teaching vocabulary and grammar go hand in hand. We can teach both with the help of literature. They are inter-dependent. Not a single person can express his/her views, opinions effectively without good vocabulary. The basic aim of teaching vocabulary and grammar is to make the students proficient in whatever s/he had already studied at +2 level. I hope communicative approach would help us a lot in this business very well.

Keyword: Artificial Intelligence (AI), Traditional Pedagogies, skills, communicative approach etc.

Introduction

Teaching vocabulary building and grammar aims to develop four skills. These four skills are LSRW i.e. Listening, Speaking, Reading and Writing. While teaching vocabulary building and grammar, there is need of literature. Without literature or in isolation, teaching vocabulary building and grammar is a vague. If you are well acquainted with too many words, you will express your attitude, views, ideas, feelings very easily. If you have short of words, you will be unable to read (understand), to speak or to write. So there is need of vocabulary. In other words, contextual learning i.e. teaching grammar and vocabulary in context, rather than isolation, to enhance understanding and application is very essential. Then you must know the rules of vocabulary building. Communicative approach that focuses on practical communication skills such as framing questions, using active and passive voice, and modal verbs aims to make learning engaging and effective, ultimately enabling students to communicate proficiently in English. Truly, it is apt for teaching-learning process. This paper aims at discussing effective methods for teaching vocabulary and grammar to undergraduate students.

A. Vocabulary building:

Teaching vocabulary building and grammar at under graduate level is an easy task. The students at under graduate level are already well acquainted with (major) many words. There are some strategies to develop vocabulary building. They are as follows:

1. Reading:

It is also called reading comprehension. Ask the students to read any kind of material they find everyday. It may include magazines, news papers, stories of different kinds, etc. While reading such type of material he or she will come across new words. Here suggest dictionary usage where students should look up unfamiliar words in a dictionary, but may need teacher guidance to understand context-specific meanings. But sometimes they will be unable to get

the correct or appropriate meaning. It is because a single word has more meanings. Then ultimately the student has to ask the teacher. Then teacher has to explain the meaning according to the context.

To read newspapers daily is a very useful exercise to develop the vocabulary. Actually the vocabulary of journalism is different from the literature. But once the students know the vocabulary of journalism, they would know what going to happen all over the world. It develops the day to day practical vocabulary which is used in newspapers. Here students understand the meaning of the word in context. Even at primary level students are asked to read only whatever is printed under the photos. The students have to take into account some short forms also. For example, generally we use SC for Scheduled Cast, but in the language of journalism it means Supreme Court. Magazines and journals are also useful to develop vocabulary. Generally, students read something to pass the time. At the same time they should be provided magazines such as India Today, Cricket, CSR, etc. They will find interest in them. While reading such type of material they come across a number of different words. It is because there are articles on law, economy, politics, science as well as there are some ads. The language and vocabulary of law is different from science and literature and economics, etc.

Similarly, short stories, small novels (novella) are also useful to build vocabulary. Here is the beginning of reading and comprehending literature as such. In literature, there are some words and sentences which are ambiguous. Even poems are full of such devices. It requires reading and re-reading. But it develops the literary taste among the students. When students got interest in short stories, ask them to read smaller and simpler novels. It also provides rich vocabulary to the students. Ask the students to read adventurous stories like Gulliver's Travels or Heart of Darkness. If there is love story, students will like very well.

Reading is the only way to enrich the vocabulary. Students have more exposure only if they read. As contrast with listening, students read only for short period. Then what do they listen is won't be of good quality. Sometimes they don't understand what the speaker says. The speech is transitory. On the other hand, reading is at our ease. We can read at any place at any time. Reading requires a lot of time. The appropriate meaning of the word is essential. Some students guess the meaning of the difficult words but some students ignore such type of words. It is dangerous habit. The meaning of the word should be understood by the students. It is the base of learning. To enrich the vocabulary, there are different kinds of exercise. For example, find one word for the expression, find the word of the same meaning, find synonyms or antonyms, give adjective or noun or adverb of the word, make new word by adding prefix or suffix, match the pair, choose the correct word, select the word, spell correctly, etc.

2. Listening and speaking:

Like reading, listening and speaking are also useful to develop vocabulary. For example, many students understand Hindi very well. It is because they are exposed to too many Hindi programs on television. Comparatively, they listen to the speaker maybe very limited. If we provide them with audio-visual aids, they will listen and learn new words. Another important benefit of it is that students will be able to speak fluently in English. Recently, there is a communicative approach while studying language or literature. Generally, students hesitate to speak themselves. But they would try when they have such kind of atmosphere. So teacher has to organise programs like poetry reading in the class, story-telling, telling jokes, etc. The students are imitators. The teacher has to speak in English and don't switch over to he is or her mother tongue. Even ask the students to listen to the news on television, watch the cinemas in English. College may organise program such as 'screening of film' and show the students how it is very easy. Even show the students Hindi movies which are based on the English stories of novels. For example, the film 'Premgranth' is totally based on the novel *Tess* by Thomas Hardy. Sometimes show them the plays by Shakespeare or the movies like Jajantaram Mamantaram (Gulliver's Travels).

3. Writing:

Similarly ask the students to write whatever they feel. Even they may write about their daily activities. While writing they should be in need of some new words. Once again they have to go to the dictionary. It is the best exercise to enrich the vocabulary as well as to introduce the grammatical aspects.

B. Teaching of grammar:

Undergraduate students are already well acquainted with grammar. They know tenses, direct-indirect, active-passive, prepositions, articles, etc. But upto +2 level, they studied grammar in isolation. For example, giving a single sentence and asking to change it accordingly. They don't know why we should use passive construction or indirect narration. So at this level grammar should be taught in the contextual manner. It is because the communication approach is the basic aim of language and literature study. Thus, the students must know how to use their knowledge in real situations. For example, there is English graduate but s/he doesn't know how to write application or complaint letter. It is difficult or harmful for him or her as well as society.

There are some different strategies to teach grammar in the class. It requires different methods for different parts. Consider the following methods of teaching grammar:

Firstly, while teaching TENSE element, use two things - at first ask the students to describe the given picture or object. At the same time tell them to use present tense. According to the photograph, they should start like

- This is a photograph of man/woman.
- His/her hair are black/grey.
- There is a cap on his/her head.
- He/She has small/big forehead.

For teaching 'past tense', use the technique of 'narration'. Ask the students to narrate any happy or joyful evidence in their life. At the same time they should be aware of using Past Tense. At first give them a model such as –

Once there was Kingdom named Uttar Pandava. The king had two children. The elder son was very active. The younger one was a daughter. One day the sun went to the forest. There he saw -----

Here the underline words indicate past tense. Then ask the students to complete the same story and accept any variety for it they created. They will say --

- a beautiful lady
- a big tiger
- an old woman, etc.

Then ask the students to write about the accident they saw, or the flood they saw or an exciting match they saw.

Secondly, while teaching how to frame questions, we have to use that tense. Questions are very useful in communicative approach. If the students are unable to frame questions, they will not get the information. So also they should be able to answer such question. Otherwise they would not explain their ideas, plans, feelings, etc. So tell them how to frame yes/no questions at first. They should know if there isn't auxiliary verb, they have to use dummy verb 'do'. For example,

- The dinner is ready.
- Is the dinner ready?
- He reads the novel.
- Does he read the novel?
- She put the material accordingly.
- Did she put the material accordingly?

Here they learn how to make simple questions as well as how to use tense. Similarly tell them to frame WH questions. They are already known to WH-words. Give some examples. For example,

Geeta went to Mumbai yesterday.

- Who went to Mumbai yesterday?
- Where did Geeta go yesterday?
- When did Geeta go to Mumbai?

For such kind of activity, ask the students to write dialogue between you and your teacher, dialogue between two housewives in the market or complete the given interview. For example, ask the student to take an interview of any sports person, politician, social worker, etc.

On the other hand, if there is familiar situation, we may use words such as hi, hello, etc. With this graduate students would be able to communicate the society. And this is the main purpose behind it. After that tell the students the necessity of active to passive. They have already learnt the rules of change the voice. At undergraduate level, we may provide not a single sentence but a paragraph. At +2 level they know how to change the voice of a single sentence. But if you want to focus the object throughout the paragraph, you should know the rules. While changing it into passive leave the unnecessary part of sentence and then change it. For example,

A program was launched by Baba Amte to eradicate corruption. Now consider second sentence

So he took the decision to meet Anna Hazare within 3 to 4 days.

So the decision was taken by him to meet Anna Hazare within 3 to 4 days. Thus, NP1 + VP + NP2 = NP2 auxiliary + PP by + NP1.

Then ask the students to use model verbs appropriately. Models are very useful because they are used many times to indicate the proper meaning. Sometimes they are used to write rules and regulations. When we visit any place, building, there are some instructions. It is as useful as the difference between 'pull' and 'push'. If we don't know the meaning of the word, we can't open or close the door. In many public buildings we find instruction like –

'No smoking' or sometimes instructions are given like –

'You should submit your assignment on 22nd April.'

'You must have your 'I' card with you'.

'He can arrive early'. etc.

After this ask the students to write instructions for the boys' and girls' hostel or prepare instructions for the lift in the building.

When we come to teaching prepositions, articles, we have the same communicative approach in mind. While using articles, there is possibility of mistakes but in preposition it is not allowed. Actually, the students have to use proper article and preposition at proper place. Otherwise, we have different kind of meaning. This should not be taught in isolation. It is a

part of narration and description. Just tell the students how to use them. For example, the difference between ‘in’ and ‘into’ –

She danced in the hall.

She came into the hall. Here we may use pictures also.

Apart from these methods of grammar teaching, there is one more method which is commonly used nowadays. It combines each and every aspect of grammar. This method is called ‘error analysis’. Here students are provided with sentences or paragraphs with errors and students have to spot the mistakes and correct them with explanation. It is very useful method because students know where is possibility of error to be found. Then they will be alert of that part. Thus, students don't make mistake. Now consider some examples

The train don't stop here. Use *doesn't* because subject is singular.

Time and tide waits for no man. Subjects are two: ‘s’ to verb is not necessary.

I have read the novel last week. Here ‘have’ is not necessary.

She told me how did he came here. It should be ‘how he came here’- wrong use of indirect narration.

Nasir writes with his left hand, isn't it? Here wrong use of question tag: doesn't he?

Conclusion

The teaching of vocabulary and grammar should go hand in hand, as they are closely interconnected. Both can be effectively taught through the use of literature. Since they are not independent of each other, a strong vocabulary is essential for expressing ideas clearly and effectively. The teaching process can be made engaging by using various effective methods, as mentioned earlier. The main objective is to strengthen students’ proficiency in the concepts they have already learned at the +2 level. Throughout this process, it is important to adopt a communicative approach to enhance understanding and practical application.

A balanced integration of AI tools and traditional pedagogies would enhance vocabulary and grammar learning at the undergraduate level. For this, educators must be familiar with AI tools to integrate them effectively. Similarly, not all students may have equal access to devices or internet. AI suggestions may sometimes be incorrect at contextual level. Thus, traditional methods are very effective in teaching-learning process that follows a systematic progression from simple to complex concepts.