

## **PUSHING THE BOUNDARIES: STUDYING ENGLISH GRAMMAR TEACHING IN CLASSROOMS OF RURAL BENGAL AT THE SECONDARY LEVEL**

**DEBANJALI ROY**

Research Scholar, Department of English, University of Calcutta, Kolkata, India

### **ABSTRACT**

It is a widespread idea that L2 learners of English studying in the State government aided schools of Bengal (especially the rural ones) are fluent with the structures of English grammar but lack communicative competence. Such an argument calls for discussion the scope of syllabus as well as the whole teaching-learning process involving the approach and methodology in such SLA curriculum.

Following Rod Ellis's Integrated model of language teaching, language teachers (particularly those dealing with English in a L2 environment) unanimously agreed that the best way of teaching language should strike a balance between deductive and inductive methods. But for the language teachers (most often L2 speakers of English) in these rural schools of Bengal, it is really a challenge to make the learners competent in speaking English. Not only is it because of the syllabus of English (set by the West Bengal Board of Secondary Education) that allows very little scope of testing a student's speaking ability, but also because of certain socio-economic obligations, lack of infrastructure and proper teacher-training courses. In such a scenario, the target of most language teachers is basically to complete the syllabus. But the enthusiastic and highly-determined ones devise certain strategies to overcome these challenges and attempt a 'different' way of EGT. This paper is an analysis of my observation of the classroom teachings of L2 grammar in a State government aided rural Secondary school of Bengal over a period of nearly three months. I studied the strategies applied by the language teacher in order to strike a balance between completing the syllabus of the course as well as making the learners successful users of the target language. Eventually I noted how in spite of theorists condemning the interpolation of L1 during SLA, L1 of the learner (if strategically used) can be used to garner communicative competence in L2.

**KEYWORDS:** English, Language, Teaching, Grammar, Communicative Competence