

Incorporating Three Dimensional Framework of Grammar to Teach Participle Modifiers.

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Despite the fact that Communicative Language Teaching has been widely accepted as a better way to teach a second language, most of the ESL learners firmly believe that knowledge of grammar is essential to their being able to acquire a new language. Only a few students are capable to pick up a language from pure exposure. Others tend to learn the grammatical aspects of the language step by step. Language teaching approaches are also based on the needs of the learners. According to Larsen- Freeman, there were two types of approaches; one focusing on the analysis of the language and the other on the usage of the language. But she was of the view that form and meaning of the language should be taught hand in hand. In order to emphasize the importance of form, meaning and use of a language, Larsen- Freeman introduced a three dimensional framework of grammar. According to Larsen-Freeman, teaching grammar means “enabling language students to use linguistic forms accurately, meaningfully, and appropriately” (Larsen- Freeman, 2001). Having noticed student errors in using participle modifiers, this study attempts to use three dimensional frame work of grammar to reduce the errors. The informants for this study are from 2nd year undergraduates of Faculty of Arts, University of Jaffna. Most of the students are unaware that participles can be used as modifiers. They also have confusion on where to use the participle modifiers and whether to use present participle or past participle. This study explores the possibilities of using three dimensional framework of grammar to overcome the errors while using participle modifiers.

Key Words: Three Dimensional Framework, Participle Modifiers, Grammar