

# An Overview on the Knowledge of Grammar for Paragraph Writing

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**Abstract – Writing is a complex cognitive, met cognitive and motor skill activity involving attention at multiple levels: thematic, paragraph, sentence, grammatical and lexical. Moreover, writing in second language is a more constrained, more difficult, and less effective. Writers in second language pay little attention to planning, organizing, and generating ideas. Many Indian students, who learn English as a second language, and especially those who experience difficulties with writing, do not exhibit these skills. In other words, they lack self-regulation and composition strategies, skills, and beliefs. Self-regulation of the writing process is critical; the writer must be goal-oriented, resourceful, and reflective. Even highly skilled professional writers speak to the demanding and complex mix of composition and self-regulatory abilities involved in writing. Skilled authors also engage in purposeful and active self-direction of these processes and strategies.**

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## INTRODUCTION

Individuals can't express their thoughts, contemplations, feelings, feelings, information or message without the utilization of language. This articulation is either verbal or non-verbal however is preposterous without the utilization of language. Other than the outflow of thoughts; individuals additionally do numerous other exercises like thinking, imagining, sharing, and living in bunches and so on which likewise require utilization of language. Language is the base of all these principal exercises of man and therefore it is fundamental for him to exist and get by in a general public. Despite the fact that contemplations can likewise be conveyed through sounds, cries, signs, motions and so on yet these methods of correspondence are very surprising from human language in light of the fact that these methods of correspondence are neither clear nor pass on complete meaning.

The word 'Language' is gotten from Latin word 'Lingua' which signifies 'tongue' (a physical organ in mouth used to deliver sounds in oral type of language). Truth is told language is a framework like human body framework. Similarly as body works through various organs, for example, heart, lungs, brain and so forth., similarly, language works through sounds (phonetics), words (morphology), meaning of words in various settings (semantics), and structures (linguistic structure). Language can't work without these different perspectives. These various angles are in themselves complete frameworks.

These sub-frameworks are explained beneath in brief:

1. **Phonetics:** Phonetics manages discourse sounds. It explains the manner by which these vocal sounds are delivered, utilized, set up together and composed.
2. **Morphology:** It is an arrangement of words which manages words, what they are, their information and different changes in their structure.
3. **Semantics:** Words utilized in sentences may contain diverse meaning in various circumstances or settings. In this way, morphology is an arrangement of words and it clarifies their meanings in an efficient manner.
4. **Syntax:** It is an arrangement of development and courses of action of words into definite meaning passed on through expressions, recipes and sentences.

## ENGLISH IN INDIA AND ABROAD

An assortment of languages is utilized by individuals of various networks, religions and societies found on this planet. However, English is a language which is utilized in numerous nations. English is utilized constantly in a large portion of the pieces of numerous continents like America,

Europe and Africa. In Asia likewise, nearly in each nation this language is utilized either as second language, third language, unknown dialect or language for explicit purposes. It is instructed in schools in pretty much every nation. That is the reason, it is called international language. The development of English as the most favored language started 200 years prior when Britain made North America, Asia, and Africa its provinces. The Industrial Revolution in Britain, improvement of its material riches and the advancement in logical research, all spread the English language. English is found out wherever on the grounds that presently individuals have come to realize that English is a visa for work, financial methods, propelled information, and for simpler correspondence with the whole world.

## SECOND LANGUAGE LEARNING

Learning of Mother Tongue is not quite the same as learning a Second language. Second language is found out notwithstanding local language. A youngster learns his mother tongue normally (generally) in the wake of listening and speaking from his surrounding condition (home, neighborhood, network) with no power. He learns it intentionally and unknowingly the greater part of the occasions. Be that as it may, if there should be an occurrence of a subsequent language, the youngster needs to learn it in a restricted conventional condition (for the most part in schools), deliberately in view of an objective with constrained assets and facilitators. Second language securing is anything but a basic procedure as it appears to be yet is a troublesome one.

Linguistic skills of any language are:

- Listening
- Speaking
- Reading
- Writing

**Listening Skill:** The principal phase of Acquisition of a language is to ace the listening skill. Listening skill is neither the least demanding nor the most troublesome skill to learn in light of the fact that it is gained after some time and with heaps of impersonation and practice. Listening is the way toward decoding and interpreting verbal messages. It requires the consideration for information and information processing. It is the way toward receiving (hearing) and understanding the sound-related messages; that is, messages which are transmitted through the vehicle of sound, and Responding. So listening happens in following three phases:

**Hearing:** The main stage in listening is Hearing. It is connected with our sound-related organs (ears). At the point when somebody talks or converses with

others, they attempt to get the sound sign (encoded images in words) through their ears. So hearing is a procedure of catching the sound examples. This is the physical part of our body. Hearing is basic to listening, however it is just the principal organize.

**Understanding:** Whatever sounds/words one hears through ears, the brain forms (interprets) those words and gets meaning from those with regards to the whole discussion.

**Response:** Subsequent to understanding of what one hears and readies the reaction is considered as the last phase of listening skill. Responding in a discussion shows what is heard and comprehended by the speaker. Responding might be done in numerous manners like making a choice to follow up on the information comprehended and replying with one's opinion or remarks.

Listening skill is a composite of some other smaller scale skills. For better listening, the audience utilizes all these smaller scale skills given underneath. The audience needs to:

- Retain segments of communicated in language in momentary memory
- Discriminate among the spoken distinctive sounds
- Recognize stress and musicality examples of communicated in language
- Recognize types of words
- Recognize the examples of word-request
- Recognize jargon
- Detect watchwords, specialized words occurring in communicated in language
- Guess meaning from setting
- Recognize syntactic word classes
- Recognize fundamental syntactic examples
- Recognize firm gadgets
- Detect the pieces of sentence like subject, action word, object, relational words and so forth.

**Speaking Skill:** The second and significant skill in language obtaining is speaking skill. Language is principally viewed as a mode of discourse since it is utilized for oral correspondence frequently. Language is regularly transmitted and gotten by means of sounds. Speaking skill not just enable us

to pass on our message in an energetic, insightful, and convincing way, however this skill likewise guarantees that the audience members are understanding what they need to express. Those students who are great at listening should be great at Speaking. Procedure of speaking experiences through two phases which are explained beneath:

**Encoding:** It is translation or conversion of the idea, intention or message into words.

**Decoding:** It is receiving of the encoded message and reconverting the got words or flag into the thought, intention or message as originally sent by the speaker.

Speaking skill is a composite of some other miniaturized scale skills. For speaking fluidly, the speaker utilizes all these smaller scale skills given beneath. The speaker needs to:

- Pronounce the distinctive sounds in his discourse or discussion plainly with the goal that audience can distinguish between these sounds.
- Use stress and cadenced examples of the language plainly with the goal that audience can comprehend what is said.
- Use the right types of words.
- Put words together in right word request.
- Use jargon fittingly.
- Use language assortment that is fitting to the circumstance, place and the audience.
- Make the right utilization of subject, action word, object in sentences.
- Make the main thoughts stand apart from supporting thoughts or information.
- Make the discourse familiar and predictable with the goal that audience can react to what is said.
- Thusly, speaking skill helps in procurement of next skill for example reading skill.

**Reading Skill:** Third linguistic skill of language learning in arrangement is reading skill. Reading is an intricate correspondence process which requires thought and individual development of meaning from the composed content.

**Looking at Words:** In the main stage, the peruse takes a gander at the words, pictures or signs. These words are the images of items, occasions and people. These images are related with meanings. For

instance, the word 'Feline' is an image of a creature and this word gives us the meaning that it is just a creature and not an individual.

**Production of Sounds:** Then the reader produces the sound of that word by uttering either in mind silently or loudly. For example, when the reader looks at the word 'CAT' he produces the sound of this word.

**Interpretation of Sounds:** In the third stage, the peruser interprets its meaning. For instance, when the peruser takes a gander at the word 'Feline', he creates the sound and attempts to recognize the sound which he had just tuned in and spoken. After that he attempts to connect this sound with the item (here creature) and perceives the picture of feline.

Along these lines, this skill is linked with listening and speaking skill. Following miniaturized scale skills are involved in reading. The individual who peruses the content needs to:

- Establish a connection between the sounds, their related images and words.
- Recognize jargon contained in content.
- Pick up catchphrases from content which recognize subjects and main thoughts.
- Derive out the meaning of the words, including obscure jargon, from the unique situation.
- Recognize linguistic word classes like thing, modifier, and so forth in sentences.
- Detect sentence constituents, for example, subject, action word, article and relational words and so forth.
- Recognize fundamental syntactic examples.
- To infer links and associations among the various pieces of the content and foresee results.
- Get the main point or the most significant information.
- Distinguish the main thought from supporting subtleties adjust reading methodologies to various reading purposes, for example, using

skimming reading system for getting main thoughts as in paper reading (broad reading) or reading top to bottom as understudies read a course reading exercise (intensive reading).

When Reading skill is created among understudies, they are trained in writing skill which is the last skill in arrangement of language learning process.

## WRITING SKILL

Writing skill is considered as significant as speaking skill and reading skill. It is the skill which each understudy ought to learn. Writing resembles an exchange, which any one can ace in the event that he learns and rehearses it in the correct manner. Despite the fact that writing skill is regularly viewed as the main exchange of certain individuals like the abstract craftsmen artists and authors, paper columnists and editors yet writing skill is an all inclusive exchange and it is essential for each understudy to learn it partly.

Writing anything requires the information on jargon and sentence structure. It additionally requires one's command over his fingers and wrist and their co-ordination with brain. It additionally needs significant considerations to compose upon and its association in sentences with consistency and cognizance. Following small scale skills are involved in writing. The essayist is required to:

- Use the orthography effectively which includes the content, and spelling and accentuation.
- Use the right types of words. This implies using structures that express the correct case,
- Put words together in right word request.
- Use right and fitting jargon.
- Use the style fitting to the class (exposition, ballad) and perusers (for whom it is composed).

## TEACHING WRITING SKILL

Teaching writing skill is a formative procedure similarly as reading. This formative procedure of teaching writing skill in English can be seen from four points of view:

1. Teaching Mechanics of Writing: At the lower essential phase of teaching writing skill in English language, the emphasis is given on teaching the letters in order to the understudies.
2. Teaching Short Composition Writing: At the upper essential classes of teaching writing in English language, understudies are educated to compose short structures.

3. Teaching Extended Composition Writing: In the optional phases of teaching writing in English language, the attention is given on writing long creations like writing paragraphs, expositions, articles, discourse and so on independently on a given point.
4. Teaching Creative Writing: It is accentuated in the higher phases of teaching writing in English language.

## PARAGRAPH WRITING

A paragraph is a gathering of efficient sentences expounded on one subject or thought. After the sentence, the paragraph is the following fundamental unit of writing any paragraph, article, paper, piece, and discourse. It is certainly hard for Indian understudies to learn and ace paragraph writing skill since he is required to design and compose significant thoughts, utilize adequate jargon and sentence arrangement to build up any paragraph, paper and article.

## DESCRIPTIVE PARAGRAPHS

A descriptive paragraph is written to describe about a person, place, thing, or idea in such a way that it helps the reader to create a picture of that person, place, thing, or idea in his mind. Descriptive paragraphs use powerful adjectives that tell us how a person, place, thing, or idea looks, feel, sound, and even taste.

**Narrative Paragraphs:** An account paragraph resembles an extremely short anecdote about an occasion or involvement with such a way, that it gets the peruser's consideration and interest.

**Persuasive Paragraphs:** A powerful paragraph is composed to impart an insight and to convince or convince others to act or think in a certain manner. Enticing paragraphs contain certainties and guides to help the opinion.

**Expository Paragraphs:** An explanatory paragraph is composed to give information about a procedure or to explain how something is finished. Interpretive paragraphs frequently use progress words, for example, first, second, and afterward to manage the perusers and help them to comprehend the procedure.

## CHARACTERISTICS OF A GOOD PARAGRAPH

Following are the characteristics of a good paragraph:

- i) Relevance: Relevance implies the immediate connection or link of the thoughts with the paragraph point. Along



these lines, a great paragraph consistently includes those thoughts that have direct significance to the paragraph point.

- ii) **Systematic introduction:** The thoughts written in the type of sentences are sequenced or sorted out according to the kind of paragraph. The thoughts for distinct paragraph are composed based on the necessary subtleties to be given to the individual, article or thing; the thoughts for account paragraph are sorted out in a sequential arrangement of occasions; the thoughts for powerful paragraph are overseen for its significance of certainties, models, cause and impacts, and the proposal while the thoughts for informative paragraph depend on the need of the means or on the request for tasks.
- iii) **Smooth stream:** The thoughts in a paragraph stream easily. This familiarity of thoughts is accomplished by repeating significant words and watchwords, using pronoun reference (for example them, their, they and so on.), and by using transitional words and expressions (for example during, later, thusly, because of, therefore, in other words, and so forth.).
- iv) **Error Free:** A great paragraph ought to be free from blunders. Linguistic and grammatical mistakes like blunders of spelling, accentuation, relational word, action word structures, and sentence development ought not be found in a decent paragraph.

### Structuring of Paragraph

The paragraph structure comprises of a Beginning, Middle and End.

- a. **Beginning:** Beginning contains an opening explanation which expresses the paragraph subject in sentence structure. It expresses the main thought of the paragraph and gives an indication to the peruser about the improvement of paragraph in next lines and empowers him to foresee the focal thought of the paragraph. It is normally given in one-two lines in a paragraph for around 80-100 words.
- b. **Middle:** After writing the main thought, there is a need of developing main thought in a legitimate and efficient manner. In developing the main thought, other sentences called 'supporting sentences' are composed. These sentences structure the center piece of the paragraph.

- c. **End:** The last sentence of the paragraph is typically a concluding sentence. The concluding sentence condenses the main point of the paragraph.

### WRITING PROCESS OF PARAGRAPH

- (i) **Drafting:** A draft is a preliminary bit of writing. It's anything but a final duplicate since it very well may be changed and improved. The understudy builds up the theme on paper or on a PC screen during the drafting stage.
- (ii) **Post-writing:** This is the final phase of paragraph writing process. It comprises of following numerous other exercises:
  - a) **Revising:** The word 'Change' signifies 'see again'. At this stage, understudies assess the draft's qualities and shortcomings and think of approaches to make their paragraph all the more clear or all the more convincing.
  - b) **Editing:** Polishing of the draft happens in the editing stage. The understudy offers thoughtfulness regarding mechanics of writing, for example, utilization of right sentence structure, spelling, accentuation, and furthermore handwriting, and may likewise make minor lexical and syntactic changes.
  - c) **Publication:** Publication alludes to the conveyance of the paragraph to its intended peruses. Instructors, cohorts, other understudies, guardians and network individuals are among the potential peruses for understudies' composed work.

### SELF REGULATED STRATEGY DEVELOPMENT (SRSD) MODEL

- (a) Mastering the intellectual exercises involved in writing
  - (b) Developing independent and self-controlled utilization of viable writing systems
  - (c) Developing inspirational mentalities for writing and about themselves as essayists
- Stages of SRSD Model

This model consists of six stages. These six stages are listed below. ("It" refers to the writing process using both self-regulation and specific writing strategies).

1. Develop Background Knowledge

2. Discuss It
3. Model It
4. Memorize It
5. Support It
6. Independent Performance

**Develop Background Knowledge:** At this stage, the educator talks about with understudies about their past information on the kind of passage to be composed and the significant components for composing a section. At that point the instructor presents the procedure (system might be any relying on the composing type and kind of understudies) for composing section. Understudies might be asked by the instructor to compose passage to know their past information.

**Memorize It:** The training for memorizing the procedure still continues in this stage. This is done to guarantee that all understudies have remembered the methodology and educated the utilization of all the scaffolding material which offers help for writing paragraph.

**Support It:** Here understudies practice for paragraph writing. Instructor gives support and continuous input to understudies for writing paragraph. At the point when understudies practice session is agreeably finished, the utilization of mental helper outline, realistic coordinator and self-explanations is discontinued.

**Independent Performance:** At this stage understudies keep in touch with a couple of paragraphs of a similar kind without the instructor's help.

#### Paragraph Writing Strategy in SRSD Model:

Any procedure reasonable to the paragraph type and research can be utilized in this model. Numerous specialists utilized various methodologies for their examination work. A portion of the techniques are given beneath:

- a. STOP + DARE: Suspended Judgment, Take a side, Organize thoughts, Plan more as you compose, Develop theme sentence, Add supporting thoughts, Reject other side, End with end.
- b. POW+WWW: Pick my thoughts, Organize my notes, Write and state more, What, How.
- c. POW+TREE: Pick my thoughts, Organize my notes, Write and state more, Topic sentence, at least three reasons, Ending to wrap it up, Examine for all parts.
- d. PLANS: Pick objectives, List approaches to meet objectives, And make, Notes, Sequence notes.
- e. SCAN: Does it bode well, Is it associated with my conviction, Can you include more, Note blunders.
- f. PLEASE: Pick the subject, group of spectators and paragraph type, List thoughts, Evaluate process, Activate with point sentence, Supply supporting thoughts, End with concluding sentence.

#### CONCLUSION

Indian understudies who battle for writing, recover to some degree suitable information from memory and record it. They give little consideration towards point, the association of the thoughts, and assessment of their writings. There is extraordinary need of such an instructional methodology which takes into account the necessities of the two instructors and understudies. A teaching model is required which creates writing skills for those understudies who think about writing as a most troublesome undertaking. By teaching understudies about the instruments supportive in planning, revising, and other writing forms basic for successful writing, paragraph writing skill can be improved (Graham and Harris, 2005). For a similar reason, Graham and his associates created instructional model (SRSD) to address these issues of understudies. Research in the zone of writing is given halfway treatment by the scientists in India especially and in other nations when all is said in done. Because of the most exceedingly terrible state of developing writing skill among understudies in India, there is a critical need of research to adjust an appropriate model also build up a procedure for Indian understudies in order to build up their writing skill. Keeping in see the gravity of the circumstance the analyst has arranged and chosen this region for examine.

**English Language:** According to The Concise Oxford Dictionary, English language is the language of individuals of England. Yet, Pahuja (2012) is of the view that English language has now become international language which is educated and learnt in numerous nations including India. In the present examination, English language was likewise treated as second language which is instructed in India as a mandatory subject in all schools from rudimentary level till senior optional training level, in which the vast majority of the understudies are not capable.

**Auxiliary School Students:** NCERT (2005) directed Seventh All India School Education Survey and referenced that IX–X classes of Indian educational system comprise auxiliary phase of

school instruction. According to Tenth Five Year Plan (2002-2007), optional instruction gets ready youthful people between the age gatherings of 14-18 for passage into advanced education. In this examination, auxiliary school understudies are in the age bunch 14-16 years and are studying in IX class in government funded schools.

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