



EXPLORING THE THREE-DIMENSIONAL GRAMMAR FRAMEWORK: A CASE-STUDY OF MODAL VERBS AT ENGLISH LANGUAGE CENTERS IN QUETTA, BALOCHISTAN, PAKISTAN

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Abstract

The current case study discusses the implementation of a three-dimensional grammar system in the teaching of Modal Auxiliary Verbs at English Language Centers in Quetta, Baluchistan, Pakistan. The qualitative analysis approach is used, and the thesis relies on semi-structured interviews and impressions. The three-dimensional Grammar Framework Theory put forward by Murcia and Freeman (1999), is the theoretical base of this study. The data has been collected from 15 English Language Classrooms Modal Auxiliary Verbs and 15 English Language Teachers, who were selected by means of maximum sampling variation. Semi-structured observations and interview have been utilized for the in-depth analysis of the collected data. Moreover, the profoundly promising results in this small-scale exploratory case study include proof that only 6 English-language teachers integrated a three dimensional grammar structure into the teaching of Modal Auxiliary Verbs and among the remaining respondents, 6 instructors concentrated on 'usage', 2 teachers emphasized on 'meaning' and only one respondent insisted that 'form' is vital but she was later found to be stressing on 'meaning' during



classroom observation.

Keywords: *semantics, Syntax, Pragmatics, Modal Auxiliary Verbs, Three-dimensional grammar framework*

1. Introduction

The grammar of a language refers to its association and construction. Oxford Dictionary of English grammar (2017) defines grammar as “the complete structure of a language, including its semantics, phonology, word structure and syntax” (Chalker & Weiner, 1994, p. 177). Likewise, Rutherford (1987) asserts that grammar is “a necessary part of any language instruction program” (p. 9). Resultantly, grammar plays a substantial role in the teaching of English Language. This study focusses on grammar being speech communication system and application of its three-dimensional framework in teaching Model Auxiliary Verbs. MAV (Model Auxiliary Verbs) are substantial constituent of English grammar. Multiple definitions of MAV have been put forward by grammarians and linguistics but, in this study, different definitions are mentioned which would provide a proper ground to research the three-dimensional application of grammar in teaching MAV. Palmer (2001) asserts that MAV are used “to indicate the modality such as possibility, probability, ability, permission and obligation with its complexities”. Similarly, Joshi (2007) argues that MAV are the verbs which denote permission, necessity, intentions, possibility, ability, probability, permission and so forth. Johnson (2013), in congruence to MAV, states that in English grammar Modals are the verbs which denote modality. He believes modality include unlike feelings: possibility, wish, necessity, desire and ability. Moreover; Gueron and Lecrame (2008) assert that “Modal Verbs have more than one possible meaning and function”. In the view of Johnson (2013) modality enjoys a huge space in grammar and the sentences which have modal verbs have idiosyncratic place in grammar.

The grammar teaching, according to Celce and Freeman (1991), means encouraging language students to make relevant, correct and effective use of their linguistics, their usage and their shape. Freeman uses a three-dimensional grammar structure to mark the significance of form, meaning and usage. In fact, the mentioned grammar in Freeman (2001) is not just shape and structure; it also deals with the use and meaning of language. Therefore, teachers should teach grammar under the syntactical (form) and semantic (meaning) paradigms and pragmatics, as well as in terms of form, meaning and purpose. Freeman further discussed that the three-dimensional grammar framework is provided to complement the creation of a deeper relationship between grammar and communication.

This study examines the application of modal auxiliary verbs within the tridimensional system for grammar teaching. Throughout this study, the lessons of modal auxiliary verbs are studied throughout English Language Teaching Centres in Quetta, which involves meaning, form and usage in grammar instruction. Furthermore, it is also an international city, which consists of multicultural and tourist societies and is the capital of Balochistan. Study was previously carried out for MAVs teaching, but it has not been investigated since Murcia and Freeman (1999) by integration of the three-dimensional



system.

1.1 Research Objectives

This present study is designed to investigate the following research objectives

- To investigate which aspect(s) including rule, usage or meaning of Model Auxiliary Verb (MAV) is/are emphasized at English language centers in Quetta.
- To investigate if there is a mismatch between instructor's beliefs and classroom room practice regarding the MAV.

1.1.1 Research Questions:

1. What aspect(s) is/are more emphasized while teaching Modal Auxiliary verbs at local private English language centers in Quetta?
2. Do their teaching beliefs as expressed in interviews match what they practice in English language Classroom regarding the Modal Auxiliary verbs?

2.Importance of English Language in today's Era

The world of today has become a global village, and English is a worldwide language. Language is certainly the primary source of thinking and ideas and English is an international reciprocal language. According to Crystal (2003), "A language achieves a genuinely global status when it develops a special role that is recognized in every country" (p. 20). Crystal further asserts that you still may have mixed emotions even if it is not their mother tongue. You may have strong instincts to learn English because you know it globally connects you with more people more than any other language in the world. Resultantly English has been able to emerge as the most spoken language on the globe. None can refute the status of English language because it is lynch pin of the world and shortens the communication gap between fellow human beings. People are more than ever keen to learn English language as it has a huge applicability in the world. So, in order to learn English language, they join institutions where English language is taught.

. In order to learn any language, it is useful to know its grammar and grammar, since it is a basic foundation for studying any language in the same way that this research article illustrates the use of a three-dimensional grammar framework for teaching English Modal Auxiliary verbs in English Language Centers.

2.1 Three-Dimensional Grammar Framework and its aspects

Grammar is not served well if you simply teach students the rules. Form is a structure that informs us the construction and sequence of a grammatical form using a particular text or sentence structure. Shape directs pupils into structural patterns. Freeman (2001) says that the use of grammar allows



language students to apply linguistic form, meaning and use. A three-dimensional framework of grammar was developed Larsen-Freeman to emphasize the importance of form, context and application in the language.

As Murcia and Freeman (1999) have shown, grammar deals with context and usage not just with shape and structure. The form, context and use are the three-dimensional grammar structure. We also spoke about the need to teach grammar both under a syntax, semantic and pragmatic paradigm. In addition, the grammar includes three dimensions, including a form, meaning and use. For certain systems, the shape is about the arrangements. Rules and regulations are utilized to construct a clause. Meaning is an inseparable part of structure. It concerns the understanding and interpretation of structures, whereas their use is also connected to social contexts with when and why some are used.

Torabiardakani, Khojasteh and Shokrpour (2015) in an article observed the semantic functions of Modal Auxiliaries. A qualitative analysis procedure was carried out to explore the results from this corpus-based study. They found that EFL students were adequately able to use specific semantic feature of modals, with this definition showing that certain meanings are overly used, while others are used less. For instance, research found, “ability” meaning of Can and Could were abundantly used, but possibility meaning of Can and Could were sporadic.

Nartey (2004) examined the semantic roots of the Modal Auxiliary Verbs in 2012 legislation of the esteemed Ghanaian political party and demonstrates clearly that Modal Auxiliary is prone to expose the very delicate and complex sense of the essence of the political debate. The 2012 manifesto of the New Patriotic Party (NPP), the People's Party of Ghana. The results suggested that the Modal Auxiliary Verbs do not possess definitive meanings, are properly defined, cracked in each context and are informed by a number of valuable contextual variables.

Macias (2010) talked about the three-dimensional structure of grammatical guidance of worldwide dialects from the perspective of English Passive Voice of two ELT course messages. Investigation of two ELT course books found that one of the ELT course books makes direct reference to form and, somewhat, to sense and usage, the other gradually moves from form and depends more on sense and use. Findings concerning how the three measurements were managed in the ELT course books may not be viewed as sure, since just two ELT course books and one grammatical structure (passive voice) had been thought of. This recommended dissects of a similar sort would be accomplished for other language structure frameworks and other ELT course materials.

The three-dimensional language structure arrangement proposed by Freeman and Murcia (1999) was examined in the research study mentioned above from the standpoint of the English passive voice in two ELT course materials. The disclosures weren't as definitive because they were based on two different types of comprehending material, and the current investigation is looking into how three-dimensional frameworks relate to the instruction of Modal Auxiliary Activity Words at English Language Centers in Quetta.



3. Methodology

3.1 Theoretical Framework

The theoretical framework selected for the study is Three-dimensional Grammar theory (1999). In the three-dimensional theory the form, use and meaning has been discussed.

In the opinion of Murcia and Freeman's theory grammar ought to be taught with syntax, semantics and pragmatics. Then, students would simply comprehend the role of grammar meaningfully, accurately and appropriately.

The objectives have direct accordance with this theoretical lens which describes how the use, meaning and form are associated to one another and should be integrated while teaching grammar as it is essential for successful communication. Similarly, the study also explored the integration of three-dimensional grammar framework while teaching Modal Auxiliary verbs at English language centers in Quetta, Balochistan.

3.1.1 Design of study

The current study used a qualitative approach of case study as research design. as Cresswell (2014) A qualitative research examines the words, information and reports in natural context (Cresswell, 2014). It also reveals the qualities, information, development, and performance of an individual (Cresweel, 2007).

3.1.2 Population and Sample

The population of the current study is English language teachers of English language centers in Quetta, Balochistan and the sample is maximum variation sampling which is a unique kind of purposive example. As demonstrated by Patton (2002) purposive sampling is a tool which is generally used in qualitative research for the identification and amassing of information rich cases for the best use of constrained assets. This incorporates distinguishing and picking individuals or sets of individuals that are particularly agreeable about or experienced with a wonder of care (Cresswell and Plano Clark, 2011).

The teachers and students of the English language centers served as the investigation's affiliates. In order to test the effectiveness of teaching Modal Auxiliary Verbs using a mixture of three-dimensional grammar, fifteen English language centers were chosen, and assurance was done purposefully from the East, West, North, and South.

The same speaking teacher's English language class was seen at each individual English language facility, along with an instructor interview. Each meeting lasted 30 minutes, and each class



observation lasted 25 to 30 minutes.

3.1.3 Instrumentation

The main instruments in the current research study was semi structured interviews and semi structured observational checklist. The reliability of the checklist and interviews' questions was checked by a research advisor, reviewed the questions of interview and checked the observational checklist, modified it to be valid and appropriate. Further the observational checklist and the semi-structure interview were pilot tested by several education specialists.

The aim of the pilot test was to test for clarity of content and language offer appropriate time for fulfilment.

3.1.4 Data Analysis

The research studied the got information through top to bottom investigation of semi-structure interviews and observations. The consequences of gathered information was dissected by "Thematic Analysis" set forward by Braun and Clarke (2006) for the examination of subjective information following a six-stage process: acclimating with information, creating introductory codes, probing for themes, evaluating themes, characterizing and naming themes; and delivering the report.

4.Results and Discussions

The general outcomes uncovered that out of 15 English language instructors just 06 teachers declared that form, meaning and use are necessary to be used while teaching any grammatical structure. 06 teachers mentioned 'use' is significant, 02 instructors expressed 'meaning' and only one instructor believed that 'form' is fundamental while showing Modal Auxiliary Verbs.

An order to determine the extent to which component(s) is/are progressively stressed in teaching Modal Auxiliary action words and investigate whether their meeting convictions coordinate with their homeroom practice or not, interviews with teachers about the teaching of Modal Auxiliary Verbs are followed by fifteen classroom observations.

When the guided classroom observations were made to determine whether the respondents are adhering to whatever they were asked about in interviews. In this way, observations discovered that, of the 15 respondents, 14 adhered to encouraging techniques and exercises that were identical to those they expressed in interviews, while only one diverged from them. The respondent, who focused on "form" throughout the meeting, was, however, concentrating on "meaning" during the class observation.

General, outcomes of the study show that the 'three-dimensional punctuation structure of Murcia and Freeman (1999) is integrated in a few English language centers of Quetta, Balochistan. Out of 15 instructors the 06 English Language teachers are integrating the three-dimensional grammar framework which is a huge achievement in the sphere of language teaching in English centers of Quetta.



4.1 Conclusion

The results of the current study showed that some English language instructors at English language centers in Quetta, Balochistan, incorporate the three-dimensional grammar framework. Six language teachers out of the 15 participants used the three-dimensional grammar framework developed by Murcia and Freeman in 1999 to teach the modal auxiliaries, which is a significant accomplishment for the Quetta language teaching community. It is also noticed that

among the remaining 09 respondents, 06 teachers stressed on 'pragmatics' use, 02 respondents concentrated on 'semantics' meaning and just 01 respondent expressed in Interview that 'syntax' form ought to be underlined yet abandoned her contentions and focused on 'semantics' meaning while teaching in classroom.

4.1.1. Recommendations and Suggestions

It was suggested that placing a strong emphasis on the three-dimensional grammar framework helps students better understand grammar in all of its facets, including syntax, semantics, and pragmatics. For readers who are primarily interested in English grammar or pedagogical grammar, the research is recommended. When teaching any grammatical structure and utilizing the three-dimensional grammar framework, it is advised that considerable care be taken.

It also proposed to the English language instructors that stressing upon any one aspect of three-dimensional grammar framework deprive the students to comprehend other two aspects therefore it is recommended to the grammar teachers to focus on all three aspects.

The integration of Three-dimensional grammar framework too can be studied in field of Education as the Three-Dimensional grammar framework is interrelated to the teaching of grammar.

It results recommend that, English Language instructors of the Quetta should integrate the three-dimensional grammar framework in teaching grammar. As it is significant to teach grammar with its use, meaning and form. All three aspects are essential while teaching grammar. The three-dimensional grammar framework aims to help in achieve a better association between grammar and communication.

The Future researchers can study the incorporation of Three-Dimensional grammar framework in numerous directions by applying different research paradigm and research design. The Three-Dimensional grammar framework can be studied in different population. It also can be studied in field of Education because the Three-Dimensional grammar framework is related to the pedagogical grammar.

The present study is restricted to 15 Interviews of English Language instructors Interviews and 15



English Language classrooms Observations. The future research studies may be conducted with the larger sample size and change the Instruments so that results can be more generalized. Future research may focus any other structure of English grammar as present study only explored the Modal Auxiliary Verbs.



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