THENI KAMMAVAR SANGAM COLLEGE OF TECHNOLOGY

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Kammavar Nagar , Koduvilarpatti, Theni Dt- 625 534.

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ELTAI Theni Chapter Inauguration
Second National Conference on
New Perspectives on ELT
February 25, 2017

D. Nagarathinam, Ph.D.
V. Ramkumar, Ph.D. and
R. Vani, M.A., M.Phil. (Eds.)

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Foreword

This volume presents the selected papers from the Second National Conference on NEW PERSPECTIVES IN ELT conducted by Theni Kammavar Sangam College of Technology, Theni, Tamilnadu, India in February 2017. University and College teachers and researchers from Tamilnadu states participated in this conference. A good number of students from colleges in Tamilnadu also attended this conference.

As the contents of this volume indicate, college teachers and researchers chose to present matters of interest and relevance to the teaching of English at several levels. Choosing methods and materials suitable for learning English as a Second Language was focused upon in several papers. Class performance of both teachers and students also was focused upon. Modern technology for the teaching of English is highlighted in several papers. Another interesting topic of discussion was related to career goals and competence in English. In general, emphasis was on practical applications of new methods and materials for successful learning of English in and through our classrooms.

We are thankful to all the staff, faculty and students of Theni Kammavar Sangam College of Technology who helped organize the Second National Conference on NEW PERSPECTIVES IN ELT. We are grateful to our college authority, especially our then Secretary of the College, Rtn. P. Ponnuchamy, whose constant support enabled us to seek greater heights in all subjects we teach and do research in Theni Kammavar Sangam College of Technology. We are glad that teachers, researchers and students participated in the conference. We appreciate their participation and contribution and hope and request that they will return to attend our conferences/seminars on diverse topics and themes organized every year.

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We are glad that UGC approved leading journal Language in India www.languageinindia.com is publishing the volume of selected papers. With their cooperation, papers will be available all over the world and also indexed in leading data bases.

Editors

D. Nagarathinam, Ph.D.
V. Ramkumar, Ph.D.
R. Vani, M.A., M.Phil.

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Employability Sans English is a Myth

V. M. Chithra
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Abstract

English as a global language has spread its wings not only in academics but also in all the spheres of life. If we take "English" out from our life, we can rightly say that human beings will go back to the Stone Age. English occupies each and every gadget that we use in our day to day life. From simple conversation to a complex business proposal English occupies a predominant role. So neglecting "The Language" from our life will make us remain ignorant and become the odd man out.

Globalization has shrunk the world and made everything readily available, within hand's reach. This paper aims at giving the importance of English to acquire employment. The necessity of developing one's language skill along with capacity to sell oneself to the prospective employer is the main perspective of this paper.

English can be considered the language of the world due to its widespread use, as well as being acknowledged as the medium of communication that can outdo all barriers. Being knowledgeable and fluent in English is undeniably a commanding tool that can bring about personal as well as global progression and enhancement. Modern life demands fluency in English. The service sector undoubtedly welcomes and offers a better employability to the young graduates. Good language skill will open up a myriad of new opportunities in this internet era as everything depends on this global language. It is therefore necessary to create a market-driven tertiary education system.

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Key Words: Importance of global language, English language, Perspectives of employability, Progression of communication skill, teacher's propositions.

Introduction

English language has become indispensable in India; it connects people by default. This is because of the fact that we have a whole lot of multi-cultural and multi-linguistic people among us. It is the official language of communication. As Graddol perceives: "In 1700s, English became the official language of administration and many educated Indians learnt the language as it helped them to go up the ladder". English language plays a vital role in higher education, media and administration of private and government organizations. English has become a powerful agent for change in India". (Graddol, 2010) [1] In particular, English language plays a crucial role in improving jobseekers' proficiency in English which is one of the parameters when a person is scouting for a job. In the current scenario, one has to possess a good sense of English to communicate. It is mandatory for employment.

Employability Issue for the Person Lacking English Compatibility

Employability can be described as "a set of achievements". It is observed that a person who has fluency in English can obtain progression and enhancement. It has been found that a huge number of professionally-sound students have not been successful in job interviews just because of their lack of communication skills. Even though the students had scored university ranks in their studies, they could not go for higher studies to the United States and other English–speaking countries because of their lack of proficiency in English. The students did not score well on their Test of English as a Foreign Language [TOFEL] or International English Language Testing System (IELTS). Their dream of going to foreign countries has become an empty dream due to lack of linguistic aptitude. This affects their prospect of acquisition and retention of employment. It is a question of planning, structuring and integrating various activities for the purpose of enhancing the students' learning.

As Clement and Murugavel observe: "Many engineering graduates in India are found to

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be unemployable due to their poor communication skills and lack of confidence. There have been a lot of research papers that have recapped the importance of improving engineering graduates' employability skills. However, the problem of poor communication skills grows unabated in India". (Clement A. and T. Murugavel, 2015, p. 2)

Necessity to Upgrade English

Students who prefer English as a subject must acquire a range of valuable skills, which they can transform to any kind of employment situation. Communication means the exchange of information, ideas, feelings and thoughts. A person is considered employable only when he gets the necessary qualification, experience, interest learning attitude. Good English teachers cultivate all the skills to their places of employment together with sensitivity to literature and language. To create awareness about the importance of language skills in job interviews and work activities, it is mandatory that an English teacher needs to provide a lot of information from newspaper articles and websites. As the students want to learn more about employability, it has become obligatory for the teachers to read and share facts about language proficiency.

In the present day, students of rural areas show hesitation to communicate in English. It has to be boosted up with multi-task effort. As a number of students feel less confident, novel methods of training must be introduced in classes to boost their self-confidence. Videos of great speakers and leaders along with structured training sessions will surely equip the students. Encouragement is an integral tool to motivate the acquiring of language skills, for getting employment in the current scenario.

In teaching ESP (English for Specific Purposes) the focus of a teacher should be on the development of the students' written language skills within genres such as writing documentation, brief articles for journals, magazines and newspapers. Oral presentation, Role plays and Group discussion in meetings and negotiations are adequate activities for developing the student's oral skills.

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As Iqbal and Pratap observe: "ESP combines subject matter and English language teaching. This combination is highly motivating because students are able to apply what they learn in their English classes to their main field of studies. To create employable graduates for the 21st century is a challenge and it seems to fall on the shoulders of the teaching community". (Pratap, 2015, p.3) This is due to the employer, student and the institutions' need to find their way naturally into the classroom.

Overcome Challenges

The first challenge that needs to be appreciated and recognized is that it is a wider responsibility, not just of the language teacher, but of the trainer, who can build real competencies to bridge the gap between all the requirements. They need to follow a holistic, integrated, skill based, focused and meticulously planned approach for a well-rounded development of the learners.

Second, crucial problem is the great shortage of eminent trained teachers in language teaching. The poor compensation given to the teacher is also a primary reason we do not get enough good professionals. The teachers' remuneration need to be hiked by two or three times the current level. Emphasis must be laid to teachers' language skill, overall competency, enthusiasm and professional awareness. Another serious issue is lack of awareness about the latest developments and trends in profession. An English teacher should adopt the right balance of latest trends in both teaching and training technique depending on the need. A teacher of English language, should strive to contribute to the transforming of young graduates into English language proficient, fully skillful and competent professionals, along with the enhancement of English language skills in the wake of threatening employability crises.

Clement and Murugavel point out that the reality of classrooms presents a different picture due to various reasons:

i. Lack of training for English Professors
ii. Students of different levels in the same class

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iii. Number of students in each class (60 per class)

iv. Lack of time to complete the prescribed syllabus

v. More importance on written exams (traditional method in India)

vi. Pressure on teachers to produce high percentage of passes in final exams

vii. Lack of quality text books.

viii. Use of work books that compile the exercises from previous year question papers

ix. Lack of support from college management

x. English being treated as yet another subject to study

xi. Irrelevant syllabus design

xii. Lack of relevant methodologies (Clement and Murugavel, 2015, p. 4)

Preventive Propositions

　　　　We can obtain maximum benefits by implementing these propositions below:

☐ To create awareness about the importance of language skills in job interview and work place activities.

☐ Prior training must be taken to proliferate their presentation skill

☐ Self-confidence should be motivated

☐ Separate training sessions must be given to encourage students so that weak students may feel inferior in front of their counterparts who are proficient in English language skills.

☐ Teachers can create experience-sharing opportunities for students to make use of their experience in doing the assignment.

☐ Teachers must evaluate and teach oral skills while preparing students for communication activities.

☐ When easy activities with clear instructions are introduced in the class, students will feel comfortable in exercising their skills with ease, and their difficulty levels should be increased as the students' confidence levels are enhanced.

Conclusion

　　　　A successful English language teacher should not confine herself to a single method, since there is no single excellent way to do it. Similarly a method used by a teacher in one

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classroom cannot be quoted or used by another to a new batch of students. They always differ and depend upon the group that is under the learning process. There has been a gradual shift from literature-based foreign language learning, to equipping learners with communicative skills for interaction globally. Considering all these factors language teachers should put into practice a great deal of diverse activities which enhances the students' abilities according to their needs. Market driven tertiary education system is the need of the hour. Trainers of today's era should consider all these situations and should be able to bring out the innate language quality of the students through more practical and communicative approach. As we have multi-cultural and multi-linguistic work force in the global job market, English serves as a bridge by default. So the knowledge of English is all the more important and employability without English inside India, or across the Globe remains highly impossible.

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Chithra V. M.
Assistant Professor
New Prince Shri Bhavani College of Engineering & Technology
Vengaivasal Main Road
Gowrivakkam
Chennai 600073
Tamilnadu
India
charancosmo@yahoo.com
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Blended Learning –
Method to Introduce E-learning in the Pedagogy

R. Kathambari Rekha
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Abstract

The biggest challenge faced by all academicians of technical education is to develop the employable skills of students through innovative and interesting methods. Students of this era easily get bored with normal chalk and talk method. Their expectations inside the normal class room go beyond the traditional methodology involved. Since this is the age of internet and smart technology, providing the pedagogy in a blended learning methodology will solve the purpose.

The purpose of this paper is to give in an over view of such methodology which can be effectively applied to the designed curriculum across technical institutions. Blended learning method is referred to as a harmonious way of giving various pedagogical approaches by using mixed modes of web-based technology like streaming video-audio, virtual classrooms and collaborative learning, film, videotape or web-based training. The use of blended learning initiates an organization into e- learning. Moving from traditional methods of pedagogical learning towards e-learning may appear to be very expensive. By introducing blended learning tools slowly and steadily into the curriculum paves the resourceful way to the e-learning platform. From small steps the organization can leap to build a vast tech-savvy pedagogy. Blended learning compliments the existing courseware instead of replacing it and the transformation is highly cost effective. The paper elaborates on the methods that an organization can adopt in terms of blended learning to introduce the e-learning in pedagogy.

Key Words: Blended learning, Pedagogical implementation, Traditional methodology,

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E -learning, ICT.

Introduction

In today's scenario education has changed rapidly through a huge revolution in computer and internet technologies. The teaching and learning process has undergone a huge change particularly when we talk about distance education. The use of internet has shrunk our world which in turn has made a demand for online learning or e- learning. The role of online learning is huge when we think about higher education and it has its pros and cons as well. Though e-learning has restrained the socialization process by avoiding face-to-face communication, a new methodology has in turn surfaced. This is rightly termed as blended learning, hybrid or mixed learning. Holding on to the traditional method of learning or e- learning alone will bring in so many weaknesses in practicing pedagogy. So taking the strength of both the methods gives a valuable output to the students, and thus the concept of blended learning has emerged as a new concept and has occupied all realms of education.

Blended learning is taken up as the effective learning process by most of the instructors accross the world as they believed that the varied delivery methods can increase the students' satisfaction. It also helps them to undergo a pedagogy that is not too boring. The students across the globe have come out with the opinion that the blended learning methodology is very useful for them to do a task-based effective learning process where their learning outcomes have gotten a huge success.

The following sections provide extensive views on blended learning methods. Different forms of blended learning methods are to be implemented, in order to move an organization from its traditional method to e-learning process. The different models that are used, the techniques that are to be adopted by the teachers in order to emerge out to a complete e-learning pedagogy are also further discussed in the paper.

What is Blended Learning?

When we analyse the definition of blended learning, we tend to get so many definitions that are not unique. Driscoll (2002) defined blended learning as a combination of instructional

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methods. Delialioglu and Yildirim (2007) and Gulbahar and Madran (2009) believed that blended learning is the same as hybrid instruction, which combines the potentials of web-enhanced instruction. Garrison and Kanuka (2004) found that blended learning environments seize the values of traditional classes, which improve the effectiveness of meaningful learning experiences. Bonk (2004) rightly defined it on a more conservative side, as a combination of instructional modalities, methods and face-to-face and online instruction.

However this study takes up the definition given by Colin and Moonen as "a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning" (Colis & Moonen, 2001 cited in Rovai & Jordan, 2004, p.3).

Blended learning represents a much greater change in basic technique than simply adding computers to classrooms. 'The flipped Class room' is an offshoot method that is very popular these days. No single definition for the terms is agreed upon as it has got so many other terms like hybrid, mixed or integrative method. There are three primary components that constitute the general learning model in blended learning.

☐ In-person classroom activities facilitated by a trained educator.
☐ Online learning materials, often including pre-recorded lectures given by that same instructor.
☐ Structured independent study time guided by the material in the lectures and skills developed during classroom experience.

Why Traditional Approaches Do Not Work?
The passive transmittal learning, where the teacher is the center of the learning process, places the liability of learning process on the shift of knowledge from expert to the student. The direct instruction technique, such as the lecture, while the students sit and take notes is deeply rooted in the traditional way of getting education. The teacher being 'the guide on the side' helps much in a student-centered approach. Teachers in an online environment cannot move around the

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class to offer the suggestion or guidance on spot to rectify the mistakes that arise. The responsibility is much now on the students than on the teacher. The teacher shares the responsibility while remaining unseen, through the effective design of the course. Though this appears to be easy it needs to be modified for successful learning activities. So before getting completely online by introducing the e-learning process, a combination of e-learning and face-to-face method fills the need of the hour. The initiation of this blended way of learning by uses of technological tools along with the chalk and talk method, enables us to glide slowly from traditional teacher centric methodology to complete automated online methodology.

Advantages of Blended Learning

The combination of digital instruction and face-to-face class, students can work on new concepts easily with more practical approach. The use of information and communication technologies into higher studies helps toward an independent and collaborative learning experience.

This in turn give them full satisfaction and success throughout the completion of the course. The attitude of the students towards learning is fine tuned. The pedagogy becomes more simple and easy with the introduction of the blended learning method. The use of computer based qualitative and quantitative assessment modules have enriched the student's understanding of the pedagogical methods adopted to deliver the course material.

Blended learning is a cost effective method. It is comparatively less expensive than the traditional method. It lowers the cost by introducing all the concepts into online space and it essentially reduces to a large extent, the usage of textbooks. On the other hand the students love to use electronic devices which they eagerly bring to classes. Textbook budgets are largely cut down with the use of digital devices. There is ample time for data collection and customization of instruction and assessment, a very competitive benefit of this approach. The automatic collection and retrieval of data at the correct time enables the students, parents and teachers to have a valid measure on the academic progress. Tests are automatically scored and this brings in an instantaneous feedback which helps the student gain high accuracy and efficiency with the

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subjects. Blended learning allows the students to work at their own pace and make sure that they fully understand the concepts before they move on. It initiates them to demonstrate more autonomy, self-regulation and independence in order to succeed.

Pedagogic Suggestions for Implementation of Blended Learning

Pedagogy refers to the different strategies and styles of instruction used to achieve the learning process. In order to convert the normal teaching process into e-learning, students need to learn and interact with technology. It is recommended that teachers should acquire an understanding of the pedagogy which will emphasize their online environment. The following suggestions will provide a foundation through which teachers can comprehend the strategies for creating successful online materials. E learning rightly includes the use of 'Information and Communications Technology - ICT Tools' through online-assessment, effective use of online resources and the internet.

The curriculum should be designed in such a way that the pedagogic design should help enthuse the students to learn on their own. Effective use of ICT tools in searching, indexing, storing and retrieving information quickly should be explained in every single step of the curriculum. The pedagogic strategies should also ensure that along with a minimum set of competencies in the chosen specialization, the students also should acquire the generic skills and attitudes. These generic skills should be defined as the learning outcome.

Transformation from Blended Learning to E-learning

The gradual shift from blended learning to e-learning is possible when the benefits for the learners are huge. Blended learning methods with mixed modes of web technology, for example, live virtual class room, self-paced instruction, collaborative learning, streaming video and text and instructional technology like video tape, film, web-based training will help the need. Following are the examples which can help in the transformation:

(1) Put the assessments online.
This will help to easily keep track of the performance and the students will be able to understand

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their levels of standard.

(2) Make reference materials online.

This will enable the students to easily reach the materials on time and have easy access to them whenever it is necessary

(3) Provide mentoring/ coaching – Access to Experts as a tool.

By making this a tool, students will find it easy to interact with the resource person after class hours which will help them to get answers to their queries then and there.

Conclusion

Students and teachers engage in using technology for active learning process. This can be achieved by blended learning where the combination of face-to face instruction with the online platform is done. To bring in a new environment for effective learning process, the need for harmonious learning environment is essential and this is sought completely through blended learning methods. The paper has discussed and reviewed many advantages of blended learning over traditional face-to-face class room. It demonstrated the helpful ways of introducing e-learning in the academic pedagogy. The blended learning approach rightly foster a change in the current methods and if practiced through a streamlined process, the institution will definitely cultivate easily an online platform for its courses and can successfully launch all its programs online.

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R. Kathambari Rekha
Assistant Professor
New Prince Shri Bhavani College of Engineering & Technology
Vengaivasal Main Road
Gowrivakkam
Chennai 600073
Tamilnadu
India
rekhakraveendaran@gmail.com

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Multimedia, the Pioneer to Innovative Methods of Teaching

D. Persiyal
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Abstract

Education is a light that shows mankind the right direction to surge forward. The purpose of education is not just to make a student literate, but giving him/her rational thinking, knowledge and self-sufficiency. When there is a willingness to change there is a hope for progress in any field.

Creativity can be developed and innovation benefits both students and teachers. Education is an engine for the growth and progress of any society. It not only imparts Knowledge, skills and inculcates values but is also responsible for building human capital which breeds, drives, and sets technological innovation and economic growth. The purpose of this abstract is to evaluate traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. The traditional and innovative methods of teaching are critically examined and evaluated while some modification in the delivery of knowledge is suggested. Introducing multimedia through problem-based learning enhances the creative, critical and analytical thinking of today's young generation. The main focus is on introducing such methodology which offers interesting ways of exhibiting one's teaching skills. The methodology should not disturb the main objective of the teaching process. This innovative method helps to strengthen and empower the institution adopting such methodology.

Keywords: Education, analytical thinking, rational thinking, Innovative methods of teaching, Multimedia in education

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Introduction

The four main contents of the 21st century's education brought forward by UNESCO (United Nations Educational, Scientific, and Cultural Organization) are: the new generation should learn how to know; learn how to do; learn how to live together; learn how to be.

According to the college English teaching requirement constituted by the Ministry of Education of India, the teaching target of college English is to cultivate the students' comprehensive capabilities to use English, especially the listening comprehension and oral expression ability. At the same time, we should enhance their self-study ability and comprehensive cultural qualities to meet the need of our country's economic development and international exchanges.

Multimedia - A Pioneer in Teaching English

Multimedia teaching method has been used in college English teaching has been growing more and more.

It has contributed a lot to higher teaching quality. Chalk and Talk teaching method is not enough to teach English effectively. We should change our teaching ideas and recognize its impersonal attribute as one kind of teaching method. Thus we can utilize modern education technology reasonably to fulfill the targets of college English teaching.

Definition

Multimedia is the exciting combination of computer hardware and software that allows one to integrate video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer.

Present Status of Multimedia Teaching Method in College Level English Teaching:

The use of multimedia in the classroom cannot be denied in the present day education scenario. In the usual traditional teaching method the teacher uses the chalk and talk method, gives instruction, dictation, explanation and information by standing in front of the classroom. In this present scenario, technology plays an important role in the life of many youngsters, so it is

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hard to deny the use of multimedia inside and outside the classroom. The development of technology is helpful in all possible ways. So by bringing new technologies inside the classroom, the teaching and learning can be fun, interesting and happier. Unlike the traditional classroom setting, the multimedia classroom setting has more space and plenty of room to spread work. All the equipment needed for teaching will be placed inside the classroom. The use of multimedia described here makes use of print texts, film and Internet to develop and enhance linguistics and knowledge. Through their interactions with multimedia texts on topics of interest, students become increasingly familiar with academic vocabulary and language structures. Using print, film and Internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imagination, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Thus they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses. Although various studies support the application of multimedia in the classroom, Liu, Jones and Hem Street (1998) point out that the design of multimedia is useful when technology is to have any effect on learning. One of the main purposes of software in writing is to facilitate the development of academic writing skills for students through the use of objects which matter for the writing of assignments. The program is presented as a simulation game to increase interest and motivation.

Students using the program found themselves in the virtual world of education.

Innovative Tools That Help Learning

A.   Multimedia Learning Process

The teacher uses multimedia to modify the contents of the material. It will help the teacher represent things in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation.

By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them greatly motivated to pay more attention to the information presented and retain the information better.

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B. Various Multimedia Tools

The following are the various tools that aid language teachers to make the class lively and enjoyable. They help us to create a huge variety of items in a very easy and subtle way. Each tool helps to bring in the concepts in a lively way. Some of them are listed below with the usage:

1. Popular multimedia elements like graphs, sound and video are prepared using multimedia tools like Ms PowerPoint, Astound graphics and Flash Slide show software.

2. Macromedia, Flash Author ware, BPP I Learn and I pass is the tools which help in creating presentation using icons to represent different media elements and placed in a flow line.

3. Presentations with moviemaking concepts of casts, sounds, pictures and scores are created with the help of tools like Windows Movie Maker, Winampp, and Macromedia Director.

4. Adobe Acrobat Reader is yet another tools which helps in creating graphs, sounds and charts.

C. Other Innovative Tools Suggested

(i) Mind Map

Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. The key notion behind mind mapping is that we learn and remember more effectively, by using the full range of visual and sensory tools at our disposal.

(ii) Humour as Effective Medium of Teaching

Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material.

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(iii) *Z TO A* **Approach**

This concept helps in strengthening the interest of students towards the concept. It also creates a lasting memory in the minds of the students by correlating the events of the concept. Though the concept takes a longer time to explain and the initial level of difficulty is very high, the concept is reached at its best for the students.

The Advantages of Using Multimedia in ELT

☐ The audio and visual animation effects in teaching English language classroom help to bring in highly spirited and motivated students.

☐ It helps to gain knowledge by offering them abundant information more than what can be found in a text-book.

☐ It stresses the role of the students and enhances the importance of interaction between students and teachers.

☐ Since it is a student centered process, it is more flexible and helps to solve the problems they face then and there while learning.

Conclusion

Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will add the benefit of increased student motivation.

Learning process is the only life long process in one's life. But the only problem is that everyone desires the learning to be an easy one. The teachers should make the students adapt to changes. Multimedia has become an indispensable tool in English teaching classrooms.

The new technology paves the way for more innovative methods in teaching English.

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Mrs. Persiyal D.
Assistant Professor
New Prince Shri Bhavani College of Engineering & Technology
Vengaivasal Main Road
Gowrivakkam
Chennai 600073
Tamilnadu
India
d.persiyal.career@gmail.com

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Improving Listening Aptitude through Innovative Technology

Dr. E. V. Ramkumar, Ph.D. and Mrs. R. Vani, M.A., M.Phil.
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Abstract

English is used as the first language in many countries like UK, the USA, Australia**,** and Canada; as second language in the Postcolonial countries; and as a foreign language in the rest of the world. It is essential that English is taught and understood around the world so that the common man can keep abreast of current world affairs. English is available to Indians as a historical heritage, in addition to our own languages. English language helps us to develop culturally and materially to compete with the best in the world of mind and matter. In that way English language is our window to the world. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication; without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master then listening is it. This paper reveals how technology plays a vital role among the students to enhance the Listening skill.

1. Introduction

In the present scenario, English is widely used in almost all the parts of the world, and so it is considered as an international language. It is used as a first language in many countries like UK, the USA, Australia**,** and Canada; as second language in the Postcolonial countries; and as a foreign language in the rest of the world. American English has now become the principal representative of the English language owing to the increasing popularity of the accent and the Americans' dominance in the field of Science and Technology.

Barriers of race, color, and creed are no hindrance to the continuing spread of the use of English. It is the official language of international aviation and unofficially the first language of international sports and pop scene. The subsequent role of English in India has been significant. Former Indian Prime Minister Jawaharlal Nehru acknowledged in parliament that English was the major window for us to the outside world. "We dare not close that window, and if we do it will spell peril for the future". There is however, a further reason why English enjoys worldwide currency apart from political and historical considerations. The rapidly developing technology of the English speaking countries has made British and American Television and Radio programs, films, recordings, and books readily available to all, including the most undeveloped countries. Half the world's scientific literature is written in English, when compared to the languages like Arabic, Yoruba, and Malay which are little equipped to handle the concepts and terms of modern science and technology. English is, therefore, the only available tool for 20th century learners.

1.2 English as a Global Language

As the world becomes more and more interconnected by trade, improved communications, medical, political, and cultural demands, the need for communication as a way of enabling people to control and influence their own destinies will inevitably increase. This will not necessarily lead to the emergence of one world language, but it must produce a demand for one or more auxiliary languages to complement those with only local currency.

With the world steadily heading towards globalization, it is essential that English is taught and understood around the world so that the common man can keep abreast of current world affairs.

1.3 English in India

English language has brought to us great advantages at the international level in all walks of life – to be the winners of Oscar Awards in movies, Grammies in music and Booker prize in literature. In a multilingual country like India, where more than 22 official state languages and hundreds of local dialects are in use, English is playing a binding force among the citizens. Keeping this very fact in mind, the highest authority in the Indian democracy, has also recognized English as an official language in addition to Hindi which is considered the national

language. All the facts of history and developments in present day India underline the continued importance of learning English in addition to other Indian languages.

Keeping this reality in mind, most of the states in the country are witnessing popular increase in public demand for teaching English even from pre-primary classes, and the great demand for admission in English medium schools throughout the country is a testimony to it. A language attracts people because of the wealth of literature and knowledge enshrined in it. English is available to us as a historical heritage, in addition to our own languages. English language helps us to develop culturally and materially to compete with the best in the world of mind and matter. In that way English language is our window to the world. We can make use of English to spread our world view and spiritual heritage throughout the world.

1.4 Motivation behind the Review

In the early 1990s World Wide Web made a significant stride in the use of communication technology for all computer uses. The launch of the Web in the public arena immediately started to attract the attention of language teachers.

The use of Computer-Assisted Instruction (CAI) in the classroom continues to be strong, despite the other uses of computers in various fields including research and development. CAI is available on the Internet as a helpful tool for teachers who want to review the improvement in creativity and quality; many programs offer motivating experiences for students in analysis of problem-solving and decision-making.

English Language Laboratory software allows teachers to use audible communication to all the students via microphones, head phones, and speakers while running voices broadcast. Teachers can play media files on teacher console and broadcast it to the entire class.

As each student has his/her own console with a head set, they have one of the main advantages of practicing in their own privacy. If they have any doubts they could discuss with the teacher directly from their own station instead of disturbing the entire class. Moreover, the virtual recording feature helps them: listen, repeat, record, and compare, which are some of the most important aspects of any Language Lab.

2. Listening Skill

Languages are generally taught and assessed in terms of the 'four skills': Listening, Speaking, Reading, and Writing. Listening and Reading are known as 'Receptive' Skills while Speaking and Writing are known as 'Productive' Skills. All language learners will need to develop their skills in each of these areas, and your language classes should incorporate activities related to all these skills.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication; without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Many successful leaders and entrepreneurs credit their success to effective listening skills. Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin - "Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success."

About the Survey

To explicitly reiterate the importance of technology in enhancing listening skill, a survey was conducted to understand the correlation between the demography of the sample respondents and their exposure to Computer-Based Technologies, and to explore the possibilities in making the effective use of Computer-Based Technologies to improve the Listening skills effectively.

Sample Respondents Selection

For the study, a questionnaire was prepared and was administered to the students of Theni Kammavar Sangam College of Technology. The data were collected from 180 students.

180 samples were collected- 60 students from first year, 60 students from second year and 60 students from third year. The sample respondents were selected at random from both English and Tamil medium. The data were collected personally from the 180 students. Proper instructions were given to the students before answering the questions. Students were requested to make their responses in the space provided. Students were also requested not to omit any of the questions. Finally, the filled-in questionnaires were collected from the students.

Table 1.1 categorizes the respondents according to their ability in understanding the lectures delivered in English.

Understanding the lectures delivered in English	I Year (60)	II Year (60)	III Year (60)	Total (180)
Completely	20(33.3٪(	15(25٪(	29(48.3٪)	64(35.6٪(
Partially	19(31.6٪(	31(51.6٪)	20(33.3٪(	70(38.8٪(
To some extent	11(18.3٪(	10(16.6٪(	6(10٪(	27(15٪(
Very Little	10(16.6٪(	4(6.6٪)	5(8.3٪)	19(10.5٪(

Table 1.1

Listening skill plays a vital role in understanding lectures delivered in English. Complete understanding of English lectures is possible only to those who have an excellent observation and who are also keen listeners. Among the 180 respondents, 64 (35.6٪(have replied that they can understand completely the lectures delivered in English. Among the 64 respondents, 20 (33.3٪(are from the 1st year, 15 (25 ٪(are from the 2nd year and 29 (48.3٪(from the 3rd year. Among the 180 respondents, 70 (38.8٪(respondents have replied that they can comprehend lectures partially, that is, 19 (31.6٪(are from the 1st year, 31 (51.6٪(are from the 2nd year, and the rest 20 (33.3٪(are from the 3rd year. Under the category "To some extent," there are 27 respondents (15٪(, that is, 11 (18.3٪(are from the 1st year, 10 (16.6٪(are from the 2nd year and 6 (10 ٪(are from the 3rd year. Among the 180 respondents, 19 respondents (10.5٪(have responded to the option "Very little," that is 10 (16.6٪(are from the 1st year, 4 (6.6٪) are from the 2nd year, and 5(8.3٪(are from the 3rd year.

The following bell curve (Figure 1.1) indicates that in a class, average student's strength will be high when compared with good and slow learners.
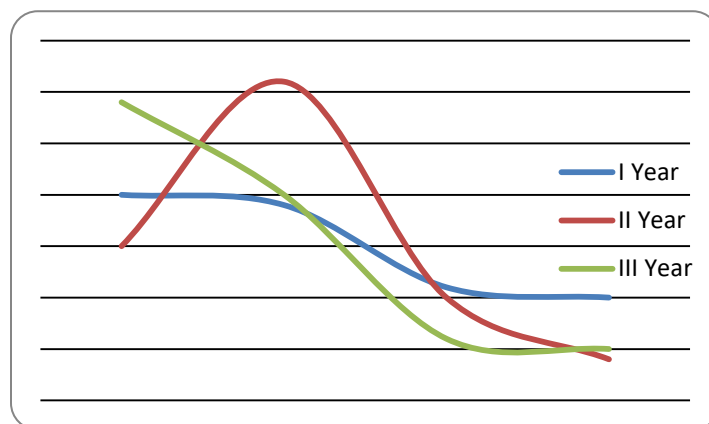

Figure 1.1

This bell curve points out that the students have promptly responded and they have come out with the proper response. This certifies the authenticity of their statement. During the 1st year, understanding capacity of the respondents is high as they have "Technical English I and II" in their curriculum. During the 2nd year, it is low because they do not have English theory or lab. At the same time, there is a drastic improvement in the understanding capacity in the 3rd year because of their Language Lab.

So it is clear from the above Table that the 1st year (33.3℀(and the 3rd year (25℀(students are having more understanding capacity when compared to the 2nd year (38.6℀(students. This is due to lack of English class or Lab in the 2nd year. The difference between the students of the 1st and the 3rd year who have English as part of their curriculum and the 2nd year students who do not have English in their curriculum is clearly visible.

Table 1.2 shows the frequency of the students chance to listen English through electronic media.

Chance to listen to English through electronic media	I Year (60)	II Year (60)	III Year (60)	Total (180)
Regularly	6 (10℀(	8 (13.4℀(	9 (15.0℀)	23 (12.8℀(
Frequently	8 (13.4℀(	10 (16.6℀(	22 (36.6℀(	40 (22.3℀(

| Occasionally | 18 (30%) | 18 (30%) | 14 (23.4%) | 49 (27.2%) |
| Rarely | 28 (46.6%) | 24 (40%) | 15 (25.0%) | 68 (37.7%) |

Table 1.2

From the above Table, it is inferred that during the 1st year, students are not exposed to electronic media to enrich their listening skills. During the 2nd year, they are exposed to electronic media to some extent. From the 3rd year they know how to utilize the CBT in an effective way to enrich their listening skills. Among the 180 respondents 68 (37.7%) have chosen the option "Rarely." This is higher than the number of respondents using electronic media "Regularly," that is 23(12.8%). The majority of the respondents have responded to the option "Rarely." Rural background of the students is the main reason for this contradiction.

Table 1.3 shows how the students make use of CBTs/Language Lab to facilitate listening.

Use of CBTs/Language Lab to facilitate listening	I Year (60)	II Year (60)	III Year (60)	Total (180)
Regularly	8 (13.4%)	10 (16.6%)	22 (36.6%)	36 (20%)
Frequently	7 (11.6%)	19 (31.7%)	17 (28.4%)	43 (23.8%)
Occasionally	15 (25%)	21 (35%)	15 (25%)	54 (30%)
Not Applicable	30 (50%)	10 (16.6%)	6 (10%)	47 (26.2%)

Table 1.3

By using Computer-Based Technologies and Language Lab, one can facilitate listening to a great extent. For this, they should know how to use it in an effective manner. From the above Table it is inferred that the 2nd year respondents are in the intermediate level for all the options. The 1st year respondents choosing the option "Not-applicable" (50%) is higher than the options "Regularly" (13.4%) and "Frequently")11.6%(. At the same time in the 3rd year, the number of students choosing the option "Regularly" (20%) and "Frequently")23.8%) is higher than the option "Not-applicable." It is clear that the first year students get least chance to use the technology in an effective way. Second year students somehow know how to use it in the right way, may be because of their entry into their respective core departments. Most of the third year

students know how to utilize the technology in the positive way, as they have Net Hours and Language Lab as part of their curriculum.
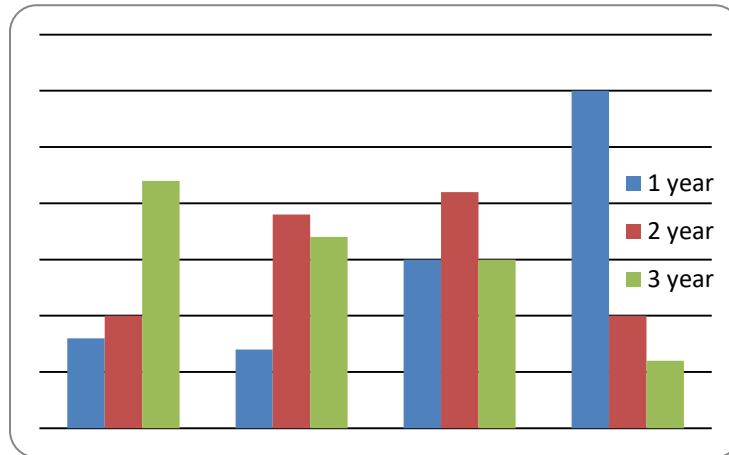
Figure 1.2

It is clearly shown in the Table and the Figure that, the number of the 3rd year students who choose the option "Regularly" is higher than the other two, first and second year students.

Conclusion

Learning is a never ending process and it is enterprising for both second language learners and language teachers. Though various methods and approaches with assistance of CBTs and ICTs have been followed, the English language learners, especially the adult learners, have to go a long way in the process of acquiring English language. As pointed out by Dr. Radhakrishnan, ''a teacher who ceases to learn also ceases to be a teacher''. If the language teachers could instill the same willingness and determination among the English language learners in exploring and exploiting the effective use of CBTs, the dream of learning English language will become a tangible reality.

Though a computer can never replace a teacher, it comes in handy in making the English language learning process a pleasurable and meaningful one. This paper ascertains the fact, through the analysis of the data garnered, that exposure to CBTs could enhance Listening skills and proficiency in English language.

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QUESTIONNAIRE

1. Name of the student　　　　　　　:
2. Gender　　　　　　　　　　　　　:　　　Male/Female
3. Age　　　　　　　　　　　　　　:　　　-------- years
4. Mother Tongue　　　　　　　　　:
5. Medium of instruction up to Hr.sec　:
6. Place of domicile　　　　　　　　:　Rural/Urban/Semi-urban
7. Are you a first generation graduate?　:　　Yes　　☐　　　No　　☐

LISTENING

8. To what extent you understand lectures delivered in English?

   a) Completely　　　　　　　c) To some extent

   b) Partially　　　　　　　　d) Very little

9. How often do you get a chance to listen to English through electronic media?

   a) Regularly　　　　　　　c) Occasionally

   b) Frequently　　　　　　　d) Rarely

10. How often do you make use of computer –based technologies / language lab to facilitate

listening?

a) Regularly   c) Occasionally

b) Frequently   d) Not applicable

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Dr. V. Ramkumar (Corresponding Author)
Assistant Professor of English
Kalasalingam University
Krishnankoil 626 126
Tamilnadu
India
drvramvani@gmail.com

Mrs. R. Vani, M.A., M.Phil.
Assistant Professor of English
TKSCT
Theni – 625 534
Tamilnadu
India

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The Use of Technology in Education and Teaching Process

Mrs. M. Rizvana, M.A., M.Phil.
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Abstract

The effective use of technology in education has changed the face education and it has created more educational opportunities. Both teacher and students have benefited from various educational technologies. Teachers have learned how to integrate technology in their class rooms and students are getting more interested in learning with technology. The use of technology in education has removed educational boundaries. Both students and teachers can collaborate in real time using advanced educational technologies. Technology has helped in the growth of mobile learning and long distance learning. The use of internet technology has enabled teachers to reach students across borders and also students from developing countries have used internet technology to subscribe for advanced educational courses. Many universities and colleges have embraced online education by creating virtual classrooms. Online education is flexible and affordable. Students can attend classroom during their free time and they can also have a chance to interact with other students virtually. This paper would focus on how the use of technology has made teaching and learning easy.

A. Advantages of Technology in Education

1. Technology Unlocks Educational Boundaries

Technology supports Virtual or Online Learning. Unlike physical classrooms, online learning is flexible and students from different geographical locations can attend the same class

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with no need for traveling from those locations. Advancement in virtual technology has supported face-to-face communication between students and teachers in the virtual world. In this case, students can easily ask their remote based educators' questions using virtual communication tools like **SKYPE**. Online education is a new wave in our education environment and it has made many educational courses and materials accessible to anyone in the world. Many **colleges and universities** are blending their educational systems with online learning tools, this helps students of these institutions learn from anywhere.

2. Technology Simplifies Access to Educational Resources

Technology helps students gain access to open educational resources. These resources are kept under the public domain and are freely available to anyone over the world-Wide-Web. These educational resources include electronic books (e-books), pod-casts, digital libraries, educational games, educational videos and instructions, tutorials and much more. Teachers have embraced video hosting platforms like YouTube, to upload recorded lectures, so that students who missed lectures can access them from anywhere. Also the **use of cell phones for educational purpose**, helps students and teachers access educational information using Edtech Apps.

Teachers are also using lesson videos and clips online to learn how other educators are using technology in classroom and education; these techniques and approaches uploaded by other educators promote self-training and they help many teachers when it comes to integrating technology in their own classrooms. Websites like **TeacherTube, YouTube, 02 Learn**, are providing free online lessons and videos to students, these videos have been created and uploaded by teachers and experienced educators.

3. Technology Motivates Students

The use of computer based instructions makes students feel in control of what they learn. Students find it easy to learn with technology because **computers** are patient compared to humans. Teachers publish educational instructions on classroom **blogs** or they assign research work via email, and this gives a student time to study on their own and have no fear of making

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mistakes during the process of learning. Also the use of Gamification educational technologies has increased students' interest in learning, teachers use educational puzzles and video games to teach students how to solve different academic challenges. All these processes make students love to learn.

4. Technology Improves Students Writing and Learning Skills

The use of computers in the classroom has helped many students learn how to write well-composed sentences and paragraphs. Computers have word processing applications which students use to take notes in the classroom, these word processing applications have built-in dictionaries which help students auto-correct spelling errors and also correct their grammar in a sentence. Also students using English teaching software and mobile applications like BUSUU.

Many students have used BUSUU APP to learn different languages online and they can also get access to grammar guides provided by experienced publishers. Teachers encourage their students to create personal blogs using free blog publishing services like BLOGGER & WORDPRESS, students use these blogs to express themselves and share with friends; this process helps students learn how to write creative blog posts.

5. Technology Makes Subjects Easy to Learn

Different types of educational software are designed to help students learn various subjects easier. Many students complain that learning Math is difficult, so some of them have decided to use educational Math software like Braining Camp. Students can use Braining Also students use math learning Camp to apply their Math knowledge and skills to solve different math equations. BrainingCamp.com makes learning math very interesting.

There are many games to learn new skills of solving math equations.

Websites like IXL.COM, learninggamesforkids.com, help students of different grades to learn simple math basics. Teachers and students can take advantage of sites like Edalive.com; they create powerful educational software that motivates students to learn in a fun way.

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6. Promotes Individual Learning

Technological tools like cell phones and internet give students an opportunity to learn by themselves. Many students prefer teaching themselves and discovering content by themselves; this process allows them to test various options to solve a given task at school. Students use interactive educational games and software to develop different academic skills. For example, Art and design students can use Photoshop software to learn different design and editing skills. The process of learning how to use Photoshop is tricky, but the more mistakes and trials a student makes, the better they become at using Photoshop. Also the **use of cell phones** as educational tools encourages students to download educational podcasts which they can listen to while at home.

7. Supports Differentiated Instructions

Teachers can use technology to cater to each and every student's needs in the classroom or outside of the classroom. The use of classroom assessment software and performance tracking programs helps teachers plan for each student basing on their performance and learning capabilities. Teachers can be in position to classify students and know their weakness and strength as far as education is concerned. Teachers can use mobile applications like PollEverywhere.com to get student's response on any topic or subject. Social collaboration tools like Piazza.com can help teachers create virtual classroom and assign research work or answer student's questions from anywhere.

8. Increases Collaboration between Teachers and Students

The use of advanced communication technologies in education helps teachers reach their students easily and it also helps students reach their teachers or fellow students in real-time. Teachers can use mobile texting applications like Remind101.com to text students about an upcoming test or to assign them research topics. Educational social networks like ePals.com connect students with experienced educators; social bookmarking sites like Pinterest.com help students collaborate and follow creative teachers and educators from around the world. This flexibility in interaction and communication between teachers and students helps shy students improve on their grades.

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9. Prepares Students for Tomorrows Technological Jobs

As the world develops, every job in the future will require applicants to have some technical skills. So the use of technology in education prepares our children for tomorrow's advanced working conditions.

Students use computers in the classroom to develop creative applications which can be used on cell phones or tablets for educational purposes. The advantages of knowing how to use a computer are limitless, so the more time a student spends using various technological tools at school, the more experienced and creative they become. According to research, the most popular jobs today will be of no value in the next 5-10 years, because technology will automate most of these tasks, so it is better to equip our children with technical skills so that they create their own jobs.

10. Increases Students' Innovation and Creativity

Many teachers have discovered that integrating technology in their classroom increases student's engagement in the classroom.

So now they put up technological competitions where students can make small educational technologies like robots, smart-pens, mobile applications and much more. These technological competitions in schools have increased the level of creativity and innovation among students. Technology teaches students how to solve challenges and get ready for more difficult tasks in life.

(B) Effective Technology for Students

Below I have listed some of the best 17 technologies for students; however, both teachers and students can use these educational technologies.

1. Amplify Tablet

The use of tablets in the classroom has increased, so creative technological companies are developing different types of tablets for students. This Amplify Tablet is the only tablet for K-

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12 education. It has an easy to use unique interface. Tablets can be used to store digital data, to access internet, to take notes in the classroom, to make presentations in the classroom, to facilitate mobile learning and so much more. This Amplify Tablet comes with various educational applications and students can easily organize classroom notes by category which makes it easy for them to search for notes while in the classroom. Also teachers can use this Amplify Tablet, it comes with easy-to-use classroom tools a teacher can use to plan lessons, prepare quizzes, and send assignments and so much more.

2. Tell Me More Spanish

Learning a second language has never been easier, students who want to learn Spanish, can use this software. Tell Me More Spanish makes learning Spanish very easy and fun. It is always good for a student to know more than one language because this will increase their chances of getting jobs across borders. This Spanish learning software comes with comprehensive tests which you can use to evaluate your level and progress of learning this Spanish language. Tell Me More Spanish software also covers speaking and listening lessons, reading and writing lessons, grammar and vocabulary lessons. For those who want to become Spanish gurus, this software comes with over 5,000 exercises which cover all skills for learning Spanish language. For those who need help on how to use this software, you will get 24/7 support.

3. TI 84 Plus – Graphing Calculator

Science students will find this Graphing Calculator very important, especially during physics and math lessons. This TI-84 Plus has many built in functions which every high school and college student will need. Its programming capabilities can do more than what you expect. It's very easy to use and its programmed formulas and equations can save you lots of time. Also k-12 students can use this TI-84 Plus graphing calculator during their Algebra classes. When it comes to pricing, you will spend only $116 for this TI 84 Plus – Graphing Calculator.

4. Math Success Deluxe

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Learning math has never been easy, but this software just makes the all subject seem too simple. Math Success Deluxe is ideal for students of all levels. It includes all math basics, algebra, geometry, trigonometry, probability, statistics and more than 1,900 math exercises. Teachers who have students doing badly in Math, I suggest you recommend them to use Math Success Deluxe software. It does not matter how complex an equation might be, Math Success Deluxe will teach you basics and tricks of solving all math equations. Also adults who want to go back to school and polish their math skills, i suggest you try this math teaching software, it will teach you the most important basics in math, the software has interactive quizzes and detailed explanations which can take you through each step of learning MATH.

5. WhiteSmoke

Many students have issues when it comes to writing skills, it is easy to speak English, but it is not that easy to write a well compose sentence in English. So if you want to improve your writing skills, i suggest you try using WhiteSmoke software. What makes WhiteSmoke software different from other English teaching software is that WhiteSmoke has cool features which are easy to use, for example; spelling check which will auto-correct spelling errors, grammar check which corrects grammar in a sentence, punctuation check for checking correct application of punctuations in a sentence, a multilingual dictionary and so much more.

6. HomeworkHelp.com

Student always have busy schedules, they have to work at a part time job, do house work, do extracurricular activities, interact socially with friends, and so much more. With all these tasks, you will always feel relaxed and tired when it comes to completing your homework. So for you to balance your study time and leisure time, you need some extra help from Homeworkhelp.com. On this website, you will get a personal tutor who will provide you with extra assistance to complete your homework. Homeworkhelp.com has over 3,000 learning modules in essential subjects like math, science, social studies and English.

7. Chegg

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Students can rent or buy text books from Chegg.com. It can be costly to buy all the text books you need to use at school, so the best option is to rent them for a while and return them after use. Students can save hundreds of dollars. Also students can earn some extra dollars through selling their own text books on Chegg.com. You can also use homework help platform to ask questions on just about any topic and users of Chegg will provide you with a solution.

8. High School Success Deluxe

High school students will like this software. It is one of my favorite educational software suite. It is ideal for all learning levels; High School Success Deluxe can teach you algebra, writing skills, chemistry, history, biology and foreign languages. As a student, this software will save you money, yet you will learn basics in almost every essential subject. It also comes with over 2000 exercises which you can use to improve your academic skills. Users of High School Success Deluxe software can also have access to free homework help from Tutor.com.

WEB.2.0 Technology for Students

9. Tutor

Every student can get their own tutor who can work with them on a one-on-one basis. You can use Tutor.com in any subject, so any time you need help with your homework and your friends or classmates are out of reach, go and get a dedicated Tutor. This platform has many experienced professionals who can help you solve anything. A dedicated tutor will help you work through your homework problems on a step by step basis, until your homework assignment is complete. So, from today, don't get stuck with that assignment, get a tutor to help you out. It is time to get the hassle out of homework.

10. Timetoast

Students can use Timetoast.com to create web based timelines. You can create timelines and share them with your friends at school. It is basically a social sharing platform which can be

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used in so many ways. For example, you can use it to share field work photos with your friends via your timeline.

11. Bubbl.us

Students can use Bubbl.us as a mind mapping tool, mind maps can help students organize their ideas and work. You can create your own mind maps, share them across top social networks or embed them on your personal blog or classroom blog.

12. Scribd

Students can use Scribd to publish their own articles online. **Scribd.com** is a digital document library which can allow students to publish academic documents, discover and discuss on various educational documents. When it comes to making personal research and individual learning, i recommend this platform. Educators and experienced people across the world upload educational documents which you can download and read using your cell phone. You can also be part of this social sharing community by uploading your research work or classroom notes.

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Mrs. M. Rizvana, M.A., M.Phil.
Assistant Professor of English
H.K.R.H College
Uthamapalayam 625 533
Tamilnadu
India
rizniz7708@gmail.com

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Mobile Apps:
Apple of Every Youngster's Eyes!
Why not English through Them?

M. Sarpparaje, M.A., M.Phil.
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Abstract

This paper takes as starting point Laurillard's (2012) assertion that classroom practitioners need to become designers of effective learning experiences (TIRF, 2017). Learning a language is one of the most rewarding things that can be done at a time and remains forever. There are a lot of ways to learn or improve skills in a particular language, from attending classes through traditional methods such as reading and practice. But recently smartphones really do a lot for learning languages. With the smartphones a new market of mini-software called apps (short for applications) is growing at an incredible speed. The app stores *iTunes app store* and the *Android Market* (now *Google Play*) opened in 2008 and now only a few years later *Google Play* offers over 2.6 million. Amongst this incredible number of apps, there is a great variety of apps intended for students of foreign languages (or L2). The areas of language, the apps are designed to teach can range from teaching only vocabulary or pronunciation up to being well constructed language courses (DocPlayer, n.d.). Whether starting from scratch or just wanting to improve your English, the apps features of smartphones take advantage of the interactivity in order to provide gamified learning environments that will definitely be more interesting than what one can find in language classes. Thus, ubiquitous access to mobile phones makes language learning to straddle beyond the classroom, in virtual spaces and out in the world. This paper further throws light on how learner-technology interaction supports language development, particularly how apps can be viewed as

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opportunities for learners to extend or practice their communication. Lastly, I identify the apps I consider to offer the best language learning courses in terms of "best practice". I conclude that the courses for language learning as applications try to make language learning easy, easily accessible and fun. They offer various approaches and methodologies to language learning with study material that emphasize different aspects of language learning either linguistic or for communicative purposes (DocPlayer, n.d.).

Key Words: language learning, smartphones, applications, language study material, apps store, Mobile Assisted Language Learning

Introduction

We live in a fast moving world where technological advances happen at high speed. In only a few years the mobile market has changed drastically with the advent of smartphones and the number of people who own these kinds of devices is growing at a fast rate especially among young people (DocPlayer, n.d.). In response to the global information era, countries all over the world are encouraging educators to use computer-assisted devices for educational purposes. As an English teacher, the appropriate digital resources can be adapted into language teaching. Mobile Assisted Language Learning (MALL) is a sub-discipline of CALL which makes use of mobile devices such as smartphones and tablet computers for language learning (Walker and Davies). These devices can be described as mini-computers that allow the learner to install applications (mini-software) of their choice from the various online app stores. Initially, the designs of mobile apps were not for educational purposes. However, with the appropriate design, the apps can be teacher's teaching aid, and students' learning can be multiple. We know that learning becomes more real and permanent when tied to learners' lives outside the academic environment. Mobile devices are a great way to achieve that goal. Hence, using apps in language learning is in line with the current educational trend. Because the apps are portable and students can use them on their smartphones, it is easy to use without environmental limitation. In this article, we will be looking at some of the English learning software (apps) available for mobile learning in more detail.

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Why Apps?

  This particular topic is to explore students' attitude of the use of app in English learning, and to realize its potential value of self-study. To begin with, mobile devices in learning is a hit among young fussy learners because it is portable with high mobility. In addition, when mobile devices are combined with the internet, teaching can be extended to outside the classroom, and learning can be done ubiquitously. Moreover, students are able to learn in a real context instead of receiving knowledge from textbooks. This student-centered approach is very important in learning. In addition, using apps for learning has become a constructivist classroom, the focus shifts from the teacher to the students, that is, students learn willingly, not on compulsion and it is not time-bound. Hence, we can understand that the classroom is no longer the only learning environment. Instead, the mobility makes students be part of the context and interact with their peers. As for teachers, they need to apply mobile devices and design teaching strategies to help the students.

The Search Method

  Today, new iPhone or Android phone users face the quandary of which of the hundreds of thousands of apps (applications) they should choose (boukhtouta, 2017). It seems that everyone from federal government agencies to your local bakery has an app available. This phenomenon, not surprisingly has led to tremendous interest among educators (Learning & Language, 2011). Mobile learning (often "m-learning") is in itself not new, but new devices with enhanced capabilities have dramatically increased the interest level, including among language educators. The goal of this section is to investigate the availability of apps that teach English as a second or foreign language. Further the aim is to review and compare some of the apps to find out what they teach, how they teach and what technology they use in order to see on which aspects they are different and on which they are alike, where they are lacking and what they do well.

The search was focused on finding mobile apps that teach English. The study began with a search on *Google Play store* which turned up astonishing number of apps that claim to teach English. At first I searched for all English teaching applications within the education category on *Google Play* and started to browse the suggested apps which turn up next to each app's description. Then I looked at the app descriptions, screenshots from the apps, rating and comments from users. I found far more apps than I could test and write about in this paper so I decided to focus on the apps that taught complete language courses. In all I downloaded and tried 10 apps which I then cut down to 7 apps that I fully investigated and wrote about. I reviewed each of the seven apps according to a list of criteria: app's background and pedagogy, skills and types of exercises the app uses to teach those skills, and finally the platform used and popularity.

1. Enguru

The *enguru* app is based on games which give *employability-related educational experience*. It follows the story of a shop assistant working his way up the corporate ladder, featuring realistic interactive workplace conversation scenarios and informative training exercises. As a character in the game, a user goes through realistic conversations with customers, colleagues, and managers (with language training sessions included between the conversations) to help them improve their language skills. With this interactive learning game, you build your career in a retail scenario by learning and improving your English.

"The focus of enguru is to help people practice conversational English in a workplace setting. It caters to students and young adults who require English in order to excel at their jobs, or even just require using English socially. There are other apps that focus on teaching English from the basics, but none of them focus on conversational English practice in the manner that we do", says Arshan Vakil, Co-founder, King's Learning.

Arshan adds that enguru has been developed completely in-house. The app content comes from the combined learnings of its teachers and program directors who are teaching the target audience on a daily basis, and hence, able to relate to and create the most appropriate content.

The startup claims that enguru has approached the language app space from a completely different angle from any of the other players in the market. In this learning app, the entire delivery is in a game format, which keeps the users engaged. Besides, it is addressing the issue of poor spoken English and communication skills in young adults by focusing on conversational scenarios (Limited, 2015).

2. Duolingo

Incredibly well-designed and user-friendly, Duolingo teaches users languages through drills, requiring a mix of reading, writing, listening, and speaking. An "immersion" section allows you to read real-world articles, while helping to translate them. Beyond that, Duolingo makes studying fun by awarding you points for lessons completed and bonuses on doing well; a social aspect allows the user's friends to see his progress and vice versa. If they wish, Duolingo will send daily reminders to study, which is easy to do, even while they're on the go. Currently, the site offers instruction in Spanish, French, German, Italian, Portuguese (Brazilian), Dutch, Irish, Danish, and Swedish. If users feel ambitious, they can study multiple languages simultaneously at no extra charge ("7 outstanding language-learning Apps and Websites", 2014).

One of the biggest draws of Duolingo is its gamified learning system: instead of the usual progression through lessons, Duolingo structures lessons as a skill tree, with "skill points" being awarded for completing lessons, achievements for tracking progress as well as a lives system that encourages users to answer each question correctly (Khaliq, 2007). The app has become a staple example of mobile language learning.

3. Lingua.ly

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Lingua.ly is a language learning and vocabulary tool that tries to turn web content into language-learning opportunities. Lingua.ly uses a proprietary language-processing method that makes it able to recommend real texts to users, based on vocabulary tests and interests. This means that learners are not limited to texts written specifically for them and can read the real texts in whichever language they're learning, therefore users can never complain for the lack of variety.

At first the app will assess learner level, by testing the knowledge of specific words and in turn will estimate user level. While learning a text, by clicking on a word user can see its translation, hear it pronounced aloud and have it added to his database of words. The idea of Lingua.ly is to help users study in context and it aims to serve with 90% of vocabulary. The words can be reviewed in 5, 10 or 15 minute study sessions. Installing the Lingua.ly Chrome add on will remind the users about the need to come back to saved vocabulary while browsing. With Lingua.ly the learners have a lot of control over what material they learn and how much they review.

4. Fun Easy Learn English

Fun Easy Learn English is again a vocabulary app with more than 6,000 words in its database. Learners can improve their vocabulary through illustrations, recorded pronunciations and native translations, and the app also includes seven different games that should further help their efforts to learn English. The app also has a Spin Categories function that chooses a random topic, subtopic and game, to keep the user on his toes. The good news is that this app doesn't require an Internet connection (Khaliq, 2007).

5. Busuu

With an international community of more than 40 million registered native speakers, Busuu relies heavily on its customers' efforts to help teach each other. The lessons are based on the Common European Framework of Reference for Languages (CEFR), so the quality of Busuu's reading, writing and speaking practice and lessons are guaranteed. Beginners' lessons use flash cards for learning new words and phrases, but

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advanced lessons involve writing and answering questions that will be reviewed by native speakers on the site. Lessons range from beginner to advanced, and Busuu offers more than 150 topics with more than 3,000 words and phrases. The free version, however, only offers 20 units. Dialogues, writing exercises, and audio recordings are also part of the mix, but grammar-focused lessons, video units, and printable PDF files are only available via paid memberships. However, the free lessons are available on-the-go via Busuu's apps. The site offers instruction in Spanish, German, French, Italian, Portuguese (Brazilian), Russian, Polish, Turkish, Arabic, Japanese, and Chinese ("7 outstanding language-learning Apps and Websites," 2014).

6.Memrise

Visual learners should head to Memrise, a site that features countless categories of so-called "memes," user-generated mnemonic flash cards that rely on graphics, humor, and imagination to implant new vocabulary in your memory. The fun of Memrise lies in two things: memes and gamification. The app follows a learning method that relies on creating funny or bizarre associations with the studied words. The site hosts thousands of free courses in many languages; you can also upload your own memes for other users to view. As the content is entirely user-generated, the quality may vary, but when memes work, they really work. Earning, revising and creating memes is a source of points that help learners advance in the Memrise hierarchy of users (from Membryo to Overlord).

The power of Memrise also lies in two things: spaced repetition and mnemonics. The spaced repetition algorithm calculates when and how often learners should review each word and the app will send them reminders when it's time to review (Krzemińska, 2016). The addition of memes is really helpful in memorizing the vocabulary; it would take some time for a new user to adjust to, over a period of time they come up with their own creative combinations.

Taking-on the Challenge

Among all modern communication devices, mobile phones are the most powerful communication medium even richer than email or chat or their apps as they can act as a learning device. With such a learning device, the learner controls the learning process and progress in his/her own space based on his/her cognitive state. Learning through the computer or e-learning enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline. Even better that that, learning through the mobile phone or m-learning provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, they can learn every time and everywhere they are (Nezarat, 2017). Two main characteristics of mobile devices are portability and connectivity, having internet functions accessible even in the poorest areas. It is always possible to transfer information to and from mobile phones between instructors and learners without any difficulty.

Nevertheless, learning service through mobile devices has multiple advantages, it is not with constraints as small screen, reading difficulty on such a screen, data storage and multimedia limitations, and the like. Many of the mobile phones are not designed for educational purposes. If they have the availability, those devices which are appropriate for specific learning tasks are too expensive for most of the learners to buy. In case of possession also, students' ability of self-control could be another obstruction for mobile learning. For most students, mobile devices are mainly used for entertainment and communication. That is, it is difficult for the learners to use them for the task given by the teachers to be carried out.

Even though app developers use advanced technology, the basic structure of all the apps is bound by some technological limitations that may hamper learner's interest. Some language skills such as speaking and listening skills need some further improvements due to the hardware weaknesses. That's where, although identified as tremendously potential, developing new teaching and learning methods could still be a barrier for educators to put this into practice (Kim et al, 2013). In an experiment,

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Stockwell demonstrated that the learners found the activities take too long to complete on the mobile devices, and consequently, some of them preferred to use their PCs to do their assigned tasks. In that experiment many learners indicated from the outset that they did not intend to use the mobile phones for doing their tasks because of the cost of Internet access, the screen size, and the keypad (Nezarat, 2017). Designing exclusively for smartphone usage will necessarily exclude many users as those said above. Hence, it is clearly understood smartphone penetration will likely gain worldwide fame in coming years, but not at the same pace everywhere.

Summary

The field of Mobile Assisted Language Learning is an important one to follow because we are heading for a mobile future. In order to teach these digital narratives, teachers need to understand how to inspire their learning motivation instead of forbidding those using tablets or smartphones. This study offers a glimpse into the world of English language learning mobile applications and throws a light on where the language course apps stand in terms of technology and pedagogy. The number of English language learning apps on *Google Play* is incredible and is still growing. The developers of such apps use various approaches and methodologies which are all supposed to guarantee a fun and easy learning process. They also offer versatile study materials such as every-day-life topics, real news, fictional story and a conversation-based module built on real life situations. Learners can earn and share badges as they progress through various levels, and they can even compete with other users on a global leaderboard. Self-motivation is an added advantage of almost all language learning apps with greater number of lessons and higher proficiency levels.

Mobile-based learning or m-learning faces many challenges, but it has grown exponentially in spite of all its problems to provide a better environment for language learning. That is, no matter where the students are, if they have mobile devices, they can study ubiquitously. In addition, podcast lectures and digitized audio comments have made the online interaction between teachers and learners possible in a more convenient

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way without any time and space limitations (Oxford, 2009). Although going through language activities on mobile phones may take a longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take the advantage of spare time to learn a second language when and where they are. Mobile technology gets learning away from the classroom environment with little or no access to the teacher, though the learning process can hardly be accomplished without a teacher's direction or guidance. In other words, mobile applications can be considered an ideal solution to language learning barriers in terms of time and place. Hence, this article supports the app which is expected to help students master their English learning and enhance their communication ability.

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M. Sarpparaje, M.A., M.Phil.
Assistant Professor
Mepco Schlenk Engineering College
Sivakasi 626005
Tamilnadu
India
asm.sarppa@gmail.com

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How to Integrate Technology to Revive the Reading Habits of the Engineering Students – A Classroom Try Out

Ms. K. Sasirekha

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Abstract

Engineers require communication for several purposes and very particularly for their employability. Today communication is equated with proficiency in English language because of the intervention of computer and internet. Work place like MNCs, industries, academic institutions, public sectors, private sectors, BPOs, call centers etc. demand engineers with good communication skills. Unfortunately the diminishing reading habit of the engineering students seriously affects their scope of communication. Reading is essentially an intellectual activity which contributes a lot towards successful communication. Hence this paper illustrates the following objectives:

- Why is the reading habit important for the engineering students?

- Can technology be integrated to revive reading habits?

- Effectiveness of technology in a mixed ability class room.

- Right material and right methodology (technology)

- The presenter's experience in integration of technology to revive reading habit – a share and review with reference to The Selfish Giant a short story by Oscar Wilde.

Key words: LSW skills, reading skill, reading habits, audio text files, engineering students, Material, Methodology, ELT and Linguistic Competency

Why is the Reading Habit Important for the Engineering Students?

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"Reading maketh a full man; conference a ready man; and writing an exact man", says Bacon in his "Of Studies" (http://www.preservearticles.com/201104024907/essay-reading-maketh-a-full-man-conference-a-readyman-and-writing-an-exact-man.html). Reading is the most comprehensive skill needed for engineers and engineering students to cater to several purposes. We do see different types of reading depending on the purposes. Literature reading is meant for pleasure. Newspaper reading is for knowing information. Report reading is for getting the status. To quote the two main purposes of reading are for knowing information and to hone the communication skills, irrespective of the purposes that reading offers input to LSW skills. However, time spent for reading is deteriorating. Loss of reading skill affects the overall acquisition of communicative skills especially for the learners who have English as a second language or foreign language. In this context, a meticulous analysis says that engineering students do reading as an academic exercise which does not serve the purpose of communication. Hence the presenter suggests that with right choice of material and technology, students can be motivated to revive their reading skill.

Can Technology be Integrated to Revive Reading Habits?

Role of English teachers at engineering colleges is multifaceted. Apart from regular teaching, they play roles like placement trainers, soft skills trainers, language consultants etc. Hence, teachers of English language should be ready to embrace technology and they should incorporate it in the classroom environment. Today plenty of educational tools, applications and multimedia programs are available in the market as well as have open sources on the internet, to enhance LSRW skills. Teachers of English should be willing to know such advancements of technology to teach language skills. Playing audio text files with different combinations of words, diction and pronunciation by continuous highlighting of words would be helpful to revive reading skills. In this regard, the presenter would review and share her classroom experience at the end of the presentation. Tools that use audio and on screen text greatly aid learning, it provokes the reading skill through listening. Students would simultaneously listen and read the material. When they hear the voice over, as a byproduct they achieve proper pronunciation also. Several researches reveal that in order to gain reading fluency student must first understand words by hearing the sound of the word and then by recognizing the words. Technology is

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amazingly helpful to have a good effect in the area of reading fluency. Learners of present generation are tech savvies, hence they can easily be motivated to revive their reading skill. As mentioned earlier, when right material is identified and integrated with suitable technology, definitely it will revive the reading skills of engineering students. Digital content can ensure all aspects of reading and language development, for example, phonetic, word building, vocabulary, fluency and comprehension. The class room experiment conducted by the researcher at Velammal College of Engineering and Technology (VCET), Madurai, was recorded in the following sections. Technology in English language classrooms can develop active, creative and thoughtful readers. It will equip the learners with the language skills and sub language skills.

Effectiveness of Technology in a Mixed Ability Class Room

Academicians, educators, teachers and administrators should understand the need for updating technology to teach communication skills. They have to cope with this change to improve students' reading habits. Audio text (sound reading) materials would be a right choice in a mixed ability classroom. A thorough research/ survey has to be done by educationists, publishers, instructors and researchers to check the effectiveness of technology in a mixed ability class room. Sound reading materials from different literary genre would be suitable for the mixed ability class rather than the media news, technical English, business English etc. Gradually educational publishers with the help of academicians, teachers and other stake holders can integrate content and study activities as sound reading material. Since easy access to reading takes place via listening would stimulate and revive engineering students' reading habits. Specifically, language, arts, literature and stories should be classified and built as corpus to help students to reinforce the reading habit. Definitely mixed ability class will be benefitted more if educational publishers, instructors and researchers cooperate with each other on developing sound reading materials for students to regain the reading skills. And this is a prime objective of the presenter who is interested in the impact of technology to align the students' reading behaviour.

Right Material and Right Methodology (Technology)

Teaching materials and methodology is indispensable in any course. English Language

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teaching material is varied like textbooks, videotapes, software, blogs, mobile apps, films, websites, social networks, etc. Teachers of English in engineering colleges can rely heavily on these diverse ranges of materials and appropriate technology. This paper tries to illustrate the materials can be of more human interested to reconstruct the reading skill by integrating technology. ELT and its emerging trend allow facilitators to choose any relevant material from anywhere to ensure the target skill. Computer, internet and technology provides a new reading experience to the I year Mechanical engineering students (2016 – 2020 batch) in the I semester. The material identified by the researcher to revive reading skill is an audio short story titled *The Selfish Giant* by **Oscar Wilde.**

The Presenter's Experience in Integration of Technology to Revive Reading Habit – A Share and Review with Reference to *The Selfish Giant* a Short Story by Oscar Wilde

To a large class or to a heterogeneous class, language components or language drills without relevant material is meaningless and irrelevant. According to Krashen (1982) quoted from **Second Language Acquisition an Advanced Resource Book** (2005), "… people acquire a second language, much in the same way as they acquire a first language not only talking about the language, but by talking in the language. In other words, to acquire a language one needs a great deal of meaningful input" (79 – 80). Here the meaningful input refers to what they read and listen.

Ultimately it should make the learner comfortable to read, understand and comprehend. Hence the presenter accounted the accent, pronunciation, simplicity, reading style and theme, while choosing the audio text. The objective of language teachers is not to teach about language, but to develop learner's abilities to use language on their own. The audio text played on the select story affords a chance for the learners to read, understand, comprehend and listen. When the lesson began, the words pronounced and the whole sentence was highlighted in two different colours. This novel reading practice was accepted and well received by the students. **William R. Lee** states in his editorial in the journal **English Language Teaching**:

"…as far as the foreign language learner is concerned, the oral basis of language learning is (to be) rooted in lively and meaningful oral drills, in spoken

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and acted dialogues, indeed in those very procedures which make for successful and interested learning of language. (4)

This new reading experiment not only revived the reading skill but also paved a way to achieve other functional language skills and language components (Vocabulary, grammar and Pronunciation).

The following structure was adapted in the classroom to motivate the heterogeneous class to read and participate:

(A) Listening and Reading Activities
(B) While Reading Activities - Listen to illustrations, key words, contextual meaning and expressions
(C) Post Reading Activity - Title analysis

Learners were allowed to know the difference between 'hearing' and 'listening'. They understood listening is a skill to be inculcated. Reading along with the audio text privileged the learners profusely.

As while-reading activities - listen to illustration, key words, contextual meaning and expressions were focused along with the main reading of the story. Students were encouraged to give synonyms, antonyms, compound words, phrasal verbs etc.

Post reading activity was conducted on title analysis, setting, character analyses and human values. This choice of material gave a chance for the learners and teachers to discuss in detail about the soft skills and humanity. This simple familiar story added new sight to eyes and new wisdom to mind. In order to speak well, one has to read and listen continuously is nurtured in the young minds. Entire class room experienced a mixture of emotions and feelings for the first time in Technical English class. It has provided a rewarding experience for both the teacher and the learners. The impact of new technology on the reading habit was scientifically tested and resulted in positive signs.

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Advantages of Technology to Revive Reading Habit

- Increases student engagement and motivation.

- Can be a time saver for teachers.

- Turns the most mundane lesson into something powerful and thought-provoking.

- Promotes learner independence.

- Text-to-speech features or interactive textbooks enable students to read.

- Effective tech integration changes classroom dynamics,

The above mentioned advantages are very explicit results and many implicit advantages are also there in integrating technology to revive the reading habits of a target group.

Limitations

- Many teachers still remain uncomfortable with the idea of integrating it into language classrooms.

- Lack of preparation and negative perceptions about technology.

- Poor infra –structure prevails in engineering colleges across the country.

- Technology does not replace an effective teacher.

- Less or nil encouragement from the colleagues and management.

The above mentioned limitations are very immaterial and worth overcoming to serve the student community.

Conclusion

Inclusion of technology to revive the reading habits of the engineering students will develop learners' ability to use language for a variety of communicative purposes. The choice of material is very important to train the learners on language skills. Further, the audio texts merge linguistic competence with communicative competence. Reading opens the world of communication and improves the language competency. Hence the paper concludes with an appeal to teachers of English to have the freedom of choosing their material by embracing technology.

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Ms. K. Sasirekha
Assistant Professor
Department of English
Velammal College of Engineering and Technology
Madurai 625009
Tamilnadu
India
sasirekha.moon@gmail.com

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Metacognitive Syllabus for Tertiary Students: Bridging the Gap between Language Needs and Language Skills

S. Bharath, Ph.D. Research Scholar
Dr. V. Vinod Kumar
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Abstract

In the field of second language acquisition, language learning strategies have a prominent role. They are mostly based on sociology, linguistics and psychology (including the critical age phenomenon). Psychology based language learning strategies, in recent years, are proven to be very effective in the field of second language acquisition. Several such strategies are in practice, throughout the world, based on the needs of learners. Among those strategies that evolved from cognitive theory of language learning, metacognitive strategies have proven to be the most effective one. This paper aims to identify the elements of a syllabus that integrates metacognitive strategies with regular learning goals and thereby turning the students into autonomous learners.

Key words: Metacognitive Syllabus, Gap between Language Needs and Language Skills, Tertiary Students.

Traditional Popularity of Grammar Translation Method in India

In India from the end of the seventeen century to the middle of twentieth century, English teaching was based on Grammar Translation method. Grammar Translation method was the classical or traditional method which was practised during the fourteenth century in the western world to learn Greek and Latin. It was later used by British to teach English in their colonies for administrative purposes. From the end of 17th century to early 19th century this was the only method used to teach English in India.

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This method focuses on learning English by contrasting the grammar rules of L1 with that of English. It requires the learner to be fluent in their mother tongue; only then English grammar rules can be effectively learned. The weakness of this method is that it does not focus on spoken communication. Instead it only sharpens the learners writing skills. This method was very popular and was practised in India for nearly three hundred years. It was very popular among the first generation English teachers as they themselves were taught using this method. It was very suitable for large Indian classrooms. The lack of development of other skills especially speaking skills was a huge drawback of grammar translation method.

Indian Situation

The pedagogy of ELT was initially developed in the West. The socio-political realities are different in India when compared to the west. The developments made in the field of ELT took many years to reach India. Only during 1980s the policy makers in India gave adequate attention to the importance of English in India. English is not considered as a foreign language now, but in the past, the teaching of English had to consider a number of pedagogic factors. The rate of development of English Language Teaching in India is very slow.

In terms of methodology, ELT in India seems to be affected by geographical and economic reasons. In the schools and colleges that are run by the government, the primary aim is to provide education to all. ELT is not considered the most important goal in these institutions. The lack of Economic support as well as location of these institutions makes it impossible for them to access the new trends in ELT. Most of the institutions are located in rural background, where one can fulfil the basic requirements alone. The other kinds of institutions are those which are funded by the government and are run by private managing bodies. In these institutions teachers interact with the students, know their needs and use methodologies to cater to the need of their learning process. Among these institutions there are ones which have state of the art equipment and completely equipped language laboratories. There is another set of institutions which are completely run by individuals. As time means money to them, they equip themselves with interactive, multimedia software and make learners proficient in English usage within a stipulated period of time and charge them high amount of fee.

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Use of Communicative Language Teaching Method

Most of the educational institutions today make use of communicative language teaching method. This method gained prominence during 1970-1980 in the West. It became popular in India after 1990s and it is still practiced. After 1995, teaching methods in India is oriented towards the generic category of Communicative Approach (CA), by using many methodologies that come under it. Majority of the educational institutions especially technical and business related training institutions want their graduates to be proficient in English speaking skills. CA approach can very well cater to their needs. These institutions frame their own teaching methodologies by integrating audio-lingual, situational or direct method of language teaching. All these methods are CA oriented and focus only upon communication skills. The issue related to this kind of language teaching is that these methods are very insensitive to the response of the learners and do not take into account the individual difficulties that a learner might face while encountering a learning task.

New Language Learning Strategies Yet to be Introduced

The field of second language acquisition in the west has practices Language Learning Strategies that is yet to be introduced in Indian context. Language learning strategies can be defined as "techniques for understanding, remembering, and using information that are intentionally used and consciously controlled by the learner" (qtd from Rahimi and Maral).

The research in language learning strategies began during 1960s which was influenced by the developments in cognitive psychology. The primary focus of the research done in this area was to find out those strategies that a good language learner makes use of while learning a new language. Rubin, who pioneered most of the works in strategies, classifies strategies into those directly and indirectly contributes to language learning. The three main strategies that contribute to language learning are cognitive strategy, metacognitive strategy and socio effective strategy. Among the three main strategies, this paper focuses on metacognitive strategies.

Metacognition

The term *metacognition* was coined by American linguist John Flavell in the late 1960s. Cognition refers to the mental processes involved in attaining knowledge and comprehension whereas metacognition is the ability to be conscious of one's own mental

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processes or the "ability to consciously and deliberately monitor and regulate one's knowledge, processes, cognitive and affective states, motives and intentions." (qtd in Lauca-Papaleontiou). Recent research shows that learners who make use of metacognitive strategies perform comparatively better than those who are unaware of learning strategies.

Metacognitive Strategies

Metacognitive strategies that can be made use of in the learning of English language are as follows

Selective attention- Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases

Planning/ monitoring- Planning for the organization of either written or spoken skills.

Evaluation –Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place. (qtd. in O'Malley and Chamot 44).

Using these strategies in the learning of English language in the Indian context would be beneficial as such use would make the learners understand the learning process explicitly. The learners could overcome the individual difficulties they encounter while doing a learning activity. The actual challenge is to tailor these strategies to meet the necessities and ambience of Indian class rooms.

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S. Bharath
Ph.D. Research Scholar
Department of English
Bharathidasan University
Palkalaiperur
Tiruchirappalli 620024
Tamilnadu
India
bharathsuresheng@gmail.com

Dr. V. Vinod Kumar
Professor
Department of English
Bharathidasan University
Palkalaiperur
Tiruchirappalli 620024
Tamilnadu
India
professorvino@gmail.com

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