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Language Learning and Teaching

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Dr. S. D. Sasi Kiran and Dr. Sharada Allamneni

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EDITORS' NOTE

"Building A Global Village (GV) Through Inter-Cultural Dialogue" is concerned with the relation and interaction between Language and Literature and how it shapes the Cultural ethos of a human society. Language and Literature, the two forms of expression, are the strongest transmission channels that shape any culture. The study of Language or Literature is no longer – if it ever was – simply the study and evaluation of poems, novels and plays. It is also the study of the ideas, issues and difficulties which arise in any literary text and in its interpretation. Other arts and humanities subjects have also changed in analogous ways, evidence for which is available in the rich archives of knowledge resources, both conventional and digital. These repositories, when tapped, become sources for establishing closer cultural ties, proving that the East and the West shall, indeed, meet.

The complex discipline of Language, Literature, and Cultural Studies aims at comprehending the global environment by exploring the unifying elements, in terms of intellect, emotion or spirituality, underlying the cultures of varied social groups reflected in the language and literature of our times. Culture, after all, is not an arena for harmonious unfolding of the nationalist or universal spirit, as is often supposed. Nor is 'Culture' simply a zone of aesthetic. It is often a field, of contention and conflict, among classes and other social forces that struggle for dominance.

This fascinating online volume will enable its readers to engage themselves with a wide gamut of issues and ideas underlying the dynamics of cultural exchange among people and nation states that are becoming more and more globalized and detached from any specific culture. The objective of studying Culture in today's era is to combat the elitist, revivalist, communalist culture that is rearing its ugly head in some quarters of the world. This volume will bring researchers, scholars and translators of culture into a dialogue where they will share their experiences on how recent communication and literary theories emanating from the cultural studies movement are helping to understand the matrix shaping globalization. The serious

deliberations will help to gain an insight into the dynamics of difference and enable us to appreciate the multicultural ethos of our global village.

HAPPY READING...

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LANGUAGE LEARNING AND TEACHING

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1. Learning of English Vocabulary at the Primary Level

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1. Introduction

Learning of a language at the most basic level involves two things: grammar and vocabulary. In other words, it is the mastery of some grammatical rules and vocabulary items. It is needless to mention that grammar being a closed system can easily be subjected to abstractions and generalizations whereas the same is not true of vocabulary which is an open set. Unlike grammar, the limits of vocabulary is hard to specify because of it is open-ended nature. Due to this reason coupled with the emphasis on formal rules of grammar, teaching of vocabulary was relegated to a secondary position after the rise of structural linguistics between 1940s and1970s. Another reason is that there was too much emphasis on vocabulary during the preceding period which was dominated by tire Grammar-Translation Method i.e. structural linguistics was against such a teaching method, it was natural for vocabulary to be neglected during its hey days. In fact, ample attention have been given to English vocabulary teaching in the recent years because of the dismal performance of learners even after years of learning English as a second/foreign language. That is why vocabulary has now occupied a centre stage in all language teaching and learning activities and wherein grammar has been pushed to a secondary place. According to Vermeer (1992:147), "The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language." It the same context, Gass and Selinker (1994: 270) advocate this view: "The lexicon may be the most important component for 1earnes." (Cook, 1993: 125) states that "… communication linked to lexis rather than to other levels of language" and "communication strategy is reiterated to lexical compensatory strategy". Taking into consideration all these views, I examine the issues related to learning English vocabulary from textbooks at primary school level and discuss the problems therein in the present paper.

2. The Data

For this paper, I have chosen the English textbook *English Reader*, published by the Government of Andhra Pradesh and prescribed for Class IV in the schools of this state for a close scrutiny. I hope a careful analysis of the textbooks will reveal that more emphasis should be given to those vocabulary items which are easily learnable and basic. There is no mention of this criterion in the textbooks and it does not seem to be concerned with this criterion as "To the teacher" states: The main objectives of teaching English at this level are to develop in pupils:

a. the ability to listen to English by their teachers and classmates, and understand it;
b. the ability to speak English with their teachers and classmates in asking and answering questions as well as discussing simple topics of interest to them;

c. the ability to read prescribed textbooks, stories and other reading materials and understand them;

d. the ability to write simple English in answering questions and generally expressing themselves, and

e. the ability to read, understand and enjoy simple poems in English (p.iii).

3. Methodology

All total fourteen prose lessons and seven poems included in the above mentioned class IV English textbook were fed into a computer. The total number of word tokens used in this book is 13205 whereas the word types are 2160. It should be mentioned here that the machine treats the same word written in small letters (e.g. THIS) as four different words. It is also counts different inflected forms of nouns and verbs as different words including punctuations.

4. The Learn ability Criteria

Ample scholars have argued that a language is acquired (through incidental exposure, and vocabulary acquisition is no exception to it: Coady1997, Elley 1989, Hulstijn 1992, Simcock 1990).Though it is very true of LI vocabulary acquisition where the learner is exposed to a very large amount of data, the L2 learner is certainly not so very fortunate. So Meara (1997:113) argues: "The basic assumption-sometimes described as a hypothesis -is that learners can acquire words from incidental exposure to written or spoken test, and the research is designed to find experimental evidence in support of this common-sense hypothesis." Nation and Newton (1997:241) state: "In any language course it is worth looking at the opportunities for direct and indirect vocabulary learning to see that there is a systematic programme of vocabulary development."

Though in his analysis of Cook (1993), Gregg (1995:90) has argued that contrastive analysis and error analysis are " unrelated to linguistic theory in particular" and "dead meat in general," there is plenty of evidence that the first language influences learning of a second/ foreign language in a considerable manner (Odlin 1989, Perdue 1993 Ringborn 1987). The following pronouncement of Perdue (1993, Vol.2:245) should drive home the point: "I have claimed that each native language has trained its speakers to pay different kinds of attention to events and experiences when talking about them. This kind of training is carried out in childhood and is exceptionally resistant to restructuring in ALA (adult language acquisition)." Mostly, for this reason, the Keyword Method as well as certain other mnemonic devices which have been proposed by scholars (Kasper 1993, Hulstijn 1997). Therefore, learners cannot be left to themselves in order to learn mainly from their exposure to the second/foreign language; rather certain principles have to be followed so that they can learn it quickly and properly. These principles, in fact, demand a discussion on different principles of learn ability.

4.1. Language and Cultural Distance

There are a number of recent studies which show that language and socio-cultural distance which can facilitate or hinder learning of second/foreign language vocabulary. Odlin (1989:77-80) has reported that Swedish and Spanish speakers learn English vocabulary more easily and successfully than their Finnish and Arabic counter parts. In other words, learning of English vocabulary by Swedish and Spanish speakers is facilitated as they share a lot of common vocabulary where as it is less successful in the case of Finnish

and Arabic speakers who perceive their languages and cultures as distant from the English language and culture. Kasper (1992) has also shown that Danish speakers transfer their first language usages frequently while using German whereas it does not happen when they speak English. All these force us to think that a similar thing must be happening to Indian language speakers learning English. Infact, it does happen. For example, many Indian languages do not make distinctions among a tree, a plant, and a shrub, and they use only one word for all the three English words. That is why banana tree and m a n g o t r e e are often heard in Indian English. Again, I have come across a lot of instances where people confuse one of the following words with another belonging its group:

(a) arm, hand, palm; (b) desk, table, teapoy; (c) honour, respect
(d) to catch, to hold; (e) tomorrow, yesterday

All these distinctions are expected to be made clearly in the initial stage except probably *honour* and *respect* because of their abstract nature. But a frequency count of these words in the said text book reveals that their use is neither properly planned nor equally frequent. The following figures will substantiate it:

(a) plant-1   tree-31   shrub-0; (b) arm-3   hand-20   palm-0
(c) foot-2   leg-3   thigh -0; (d) yesterday -1   tomorrow-2
(e) to catch -6   to hold-7

The above mentioned data reveal that it is a lacuna which has to be overcome to reach the goal the book has set design for itself.

4.2.   Pronounceability

Gibson and Levin (1975) show that the pronounceable words were perceived quite accurately compared with the unpronounceable ones. Celce-Murcia (1978) has also reported that her daughter Caroline, who was simultaneously acquiring English and French, used those equivalents English *boy* to French *garXon* on the one hand and French *couteau* to English *knife* on the other hand most probably due to the presence of /r/ and /f/ in the latter words. Ryan (1997:186) has given the following examples to substantiate the point:

a) We get water from deep *wheels*. (wells); You get upstairs in a *left*. (lift)
b) I met my friend in the *model* of the square. (middle)
c) Goods are carried on a *fright* train. (freight); d) He went to *present* for the crime. (prison)

According to Ryan (1997:188), the cause of this confusion is the difference in root-structures between Indo-European languages and Arabic in which the roots normally have three consonants which in combination with different suffixes consisting of vowels create words that belong to one semantic domain. For example, from the root /k-t-b/ words like *kita:b* 'book', *kataba* 'he wrote', *maktaba* 'library', etc., can be formed. It means that vowels perform different functions in Arabic and English. The hypothesis is that Arabic speakers ignore the vowels while storing words in their mental lexicon and they also demonstrate "... an almost indiscriminate choice as to which vowel to use when one is needed" (Ryan 1987:189).   This may be the cause of Arabic speakers" problem which Haynes (1984) calls 'vowel blindness.' However, coming

back to the main issue we were discussing, it can be stated that Indian languages have more or less as table relationship between letters and sound whereas spelling and pronunciation of English words do not match with each other due to their orthographic idiosyncrasies. That is why Indian language readers find it very difficult to learn English words. In an experiment that was conducted a few months ago I found that even research scholars pronounced who as/ho/like'go', good as/gu:d/like' food',and spelt quote as 'coat'. The text book under discussion contains many such words which will confuse the learners. The following examples are illustrative: *Arrows /book/ child/ country/ daughter/ deal/ hear/ our/ arose/ blood/ could/ country/ laughter/ dear/ heard/ hour.* Apart from these, there are lots of words whose reflected or derived forms have been used in this text without giving their bases. For example, *annoyed, arose, blurred, boasted, calmed, dashed, dug, spoilt, bruises, butterflies, charmingly, dustbins, floating, thawing, personal, teeth,* and etc. Even the very first lesson, i.e. 'The False School Master' contains the Endowing words: *anxiety, anxiously, brought, continued, could, dying, furniture, guessed head, shearing, house, knit, know, minutes, neighbours, received, their, there, trouble, wallet,* etc. These are certainly going to create problems for the young learners who known either their meanings nor their structures which are sometimes idiosyncratic.

4.3.   Use of Basic Vocabulary

Fries (1945) had remarked that: "A person has learnt a foreign language when he has thus, first, within a limited vocabulary mastered the sound system and has, second, made the structural devices matters of automatic habit." We may not agree with this statement may not be true, but his idea of a limited vocabulary' is quite important even today. It is known as **'**core' or **'**basic' vocabulary in the literature on language teaching/learning. It has found that Scholars have used criteria like frequency, range, availability, coverage, etc to find out the basic vocabulary of the human language. In this paper, I have chosen the 207 basic vocabulary items listed in from Sridhar (1990:323-327) to find out if and how these are used in the text books under consideration. A careful scrutiny reveals that out of the 207 words, 37 have not even found a place though a few of them have been used in their inflected or derived forms. That means almost 20% of the basic vocabulary has been ignored here. Surprisingly, this 20% includes very frequently used words, like *'belly', 'bone', 'dig', 'dust', 'flower', 'laugh', 'leaf', 'person', 'salt', 'snake', 'tooth', and 'yellow.'* Again, the frequencies of the occurring words are neither regular nor proportionate. The following data will make this point clear:

- *big* – 23,   *hand* – 20, *live* – 29
- *small* – 16,   *leg* - 3, *die* – 8
- *long* – 45,   *good* –39, *play* – 6
- *short* – 6,   *bad* – 7, *sleep* – 32

The above data show that the distribution and age –appropriateness of the lexical items used in the textbook should be quite useful and revealing; but it has to be a separate and extensive study.

5. Conclusion

To conclude, this paper intended to discuss why learning of English in this country is so disappointing respite of a strong motivation on the part of learners to learn it, and the

concentration was on learning of vocabulary. For this purpose, English Reader published by the Government of Andhra Pradesh and prescribed for Class IV all over the state, was selected for a close study. Three major criteria of learnability, such as language and cultural distance, pronounceability, use of basic vocabulary were used to test the lexical items employed this book. It is found that none of these have been adhered to seriously especially when learners are exposed to the language for the first time at the primary level.

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2. Global English Language Skills for Indian Engineers & Technocrats: An Overview

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Preamble

Man has been acquiring the worldly knowledge through the language. In all of his endeavors throughout the life he mainly depends on his own native language to acquire the knowledge. As the world is molding itself into a Global village, man started searching for the unique language which helps him in understanding the world and he found that language is 'English'. In this 21st century modern world, since the birth of a child, it has been acquiring the knowledge of society, knowledge of relations, culture, traditions, and even knowledge of various subjects through English language only. For a few nations only English stands first prior to their native language and for most of the countries it is a second language. Especially in countries like India we find many regional languages which are the modes of communication. Though they learn the academic subjects in English, the maximum way of communication is their own mother tongue. This paper especially deals with the study of engineering aspirants for whom English language skills are mandatory in learning their academic and technical subjects and even their personal and professional growth. Engineering students are failing in reaching the expectations of MNC companies and global industries, because of their inefficiency in English language skills. In case of Indian context an Engineering student's success in the on-campus recruitment purely depends on their demonstration of communication skills. According to NASSCOM (National Association of Software and Services Company) president Karnik, "only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English." According to the National Communication Association, "The urgent need to improve technical students' communication skills has been emphasized by educationists as well as employers." Narayanan, vice chairman of Cognizant Technology Solutions and chairman of the NASSCOM, in an interview (Warrier 2007) answered a question regarding the demand and supply gap of talent and the role of the NASSCOM in helping the industry to bridge the gap: "The current situation is that, in terms of availability of talent, the numbers are good. The problem lies in the suitability of people. The industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly. So, we have to bridge the gap by providing additional training to the people who are coming out of colleges so that they are industry-ready." Especially in the first year Engineering English course students fail to acquire English language communication skills due to various reasons like 'lack of awareness of importance of these skills, and lack of adequate time to practice, their entire educational background and their mother tongue influence.' Students are not trained on listening and speaking skills properly and their examinations assess only their writing and reading skills. When they reach their final year engineering, it is tough to obtin on-campus recruitment. This lack of communication skills only serves to undermine the whole profile of the professional engineer. It is required that students should be trained in the skills which companies are demanding from engineering graduates.

Global Language: The Window to the Modern World

For the past few decades the modern world has witnessed the drastic changes in the fields of Technology, Science, Agriculture, Education, Aviation and particularly in communication networks. English language has become a unique tongue of this modern world to communicate, because English is labeled as Global language. It has become essential to stand out in this cut throat competitive world. In this 21st century, life becomes unmanageable for one who is not comfortable in speaking English. It is very mortifying not to speak English when it is demanded and it is merely disheartening when one experiences the failure because of this simple reason. In this competitive world the personality of job aspirant is not assessed by virtue of his IQ, but it is measured based on his effective English communication skills. English is the official language of Business Management, air transport and Shipping, Science and Technology, Computers and Commerce, and a major medium of world education. As a consequence approximately over a billion people use English language at their basic level.

According to Radhakrishnan at University Education Commission, "English is a Language which is rich in Literature, humanistic, scientific & technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge". According to Ammon (1992) "English is the world's dominant language because it has the greatest number of speakers reaching as many as 1.5 billion people; English is designated as an official languages as many as 62 nations; English is the most dominant language in scientific communication with 70-80% of academic publications being published; English is the official and working language in most international organizations and English is the most taught foreign language across the world. English is indeed a language that serves as a common medium for international and inter-cultural communication in a global society."

According to David Crystal (2003) "A language becomes global if it is accepted in every country. According to him, there are two main ways by which a language can become a global language. First, the status of the language, whether it is the first or second language, should be decided. This implies that the language will be used in all walks of life and in kinds of communication, including in academic, technology, science, media and government administration. Second, a deliberate attempt should be made to teach that language in academic institutions. This implies that all the communities should learn that language. In short, a language will be called a global language when it achieves the official status and education priority in almost every nation. With all these, that particular language will eventually be used by more people than any other language." (Nga, 2008, P.261) English is the only unique language through which we can bring the wonders of the world at our doorsteps. English has been rightly described as a window on the rapid advancement of technology and scientific knowledge that is incessantly happening in the world. Hence English is referred to as "The Lingua Franca" of the 21st century and a 'Window to the modern world'. By closing this window we will fold back the clock of modernization.

Role of English Language in Engineer's Academic and Professional Life
Engineering is one of the major fields of study which is influencing the modern world, and the language influencing academic and professional life of Engineering students has been undoubtedly 'English.' All the didactics at the engineering level are taught in English language. During the four year course of Engineering, students have to deal with myriad lectures,

presentations, tutorials, seminar proceedings, labs, technical reports and project reports only in English. So they require effective English communication skills to acquire their academic and technical knowledge. Engineering students always depend on Internet for the secondary sources of various information required for their academic subjects, seminars, and projects. 95% of the information available on internet is in English. B Tech graduates who try their hand at National and International level entrance exams like SAT, GMAT, GRE, IELTS and TOEFL, to do MS in abroad require English LSRW skills. In the cut throat competition in order to get through in interviews and GDs during job seeking process, it is required to achieve supremacy in English proficiency. After procuring the job, throughout the professional life they are expected to communicate with their peer members, superiors, technologists, business experts, clients and customers in English language only. As they work in multinational companies and industries they have to fly to many continents from their native habitation and may communicate with native speakers of English to get their work done. At this moment they require effective English communication skills and pronunciation skills too. Effective English language skills help engineering students to build strong relationship and better understanding which are very important in their personal and professional life. In the modern era of Liberalization, Privatization and Globalization, expertise in effective communication skills is the key to unlock the door of success. Engineering professionals having potential communication skills are considered as the assets for any organization, but researches have revealed that most of the engineering graduates fail miserably to fulfil this basic demand of modern day organizations. Engineering graduates use their technical and academic knowledge to design and implement structures, systems and devices to fulfil a desired objective. The process of design is very important to any engineering work and it demands communication among people at different fields. For example, in order to design building plan and enforce its construction project a civil engineer needs to communicate with the architect and the surveyor. So irrespective of their specialization in engineering, in the globalized world today, all the engineering graduates require effective English communication skills which enable them to implement their creative ideas and concepts to change the world where their ideas are exchanged effectively. So, the competency in English communication plays a predominant role in the academic, social and professional life and career of engineering graduates.

Infirmities of Indian Engineering Students
1. Most of the engineering students in India are from rural backgrounds. Their previous medium of study throughout their schooling and intermediate was in their mother tongue only. So they struggled a lot when they get into the professional courses, while learning technical subjects which are entirely taught in English language.
2. Students from English medium background are also not able to speak English correctly, because they learnt the subjects in English but didn't practice English.
3. They study English subject in their first year engineering course from the examination point of view only. They follow rote memorization and reproduce them in the exam and forget in the same day itself. They never treat the English subject as a source for the development their communication skills.
4. They never try to communicate with their fellow students and teacher in English.
5. They find it difficult to understand the concepts of technical subjects due to lack of Basic English language skills, like Basic English Grammar, and vocabulary.

6. Technical teachers will be very busy in completing the academic syllabus. So students hardly get a chance to speak out in their classrooms.
7. One of the major problems faced by engineering students in the beginning of their professional courses is stage fear, diffidence, shy feeling and nervousness while speaking English.
8. They hardly participate in any paper presentations, seminars and group discussions due to lack of communication skills.
9. Engineering graduates lack behind proper English pronunciation skills due to their mother tongue influence.

Role of English Language Teachers

A modern English language teacher is like a *torch bearer* to the students who shows the right path to reach their destination, and like a bell ringer who evokes them from their slumbery. The language teachers shoulder the responsibilities in enriching the communication skills of engineering graduates. They are expected to play various roles: Academic teachers, Counsellors', diagnosticians, motivators, communication skills consultants and soft skills trainers. As counsellors teachers have to guide the students to set their short & long term goals… As motivators they have to actuate the students to know the importance of English language skills. As diagnosticians they have to find out the communication problems faced by the students, as academic teachers they have to enhance the language skills through English lessons like developing vocabulary, basic grammar and conversational skills, and as communication skills consultants they need to develop the innovative strategies to enhance individual learner's communication skills and as soft skill trainers they have to try to improve the employability skills of the students like leadership qualities, decision making skills, time management skills, and problem solving skills etc. The English language teachers can utilize latest technological tools like computers, mobile phones, Internet, OHP etc. to teach English language skills to students. As engineering students are very familiar with the latest technology and they enjoy learning language skills through modern technology. Language teachers have to create an English environment in the campus so that every student speaks only in English. Engineering graduates require all the four LSRW skills of English language.

Role of the Language Teacher: Teaching Listening Skills

Listening is prime skill among LSRW skills, and it is often neglected by learners. There is a saying in English. "One can't be good communicator unless one is a good listener". So it is required to make students, realize the importance of listening skills. A child learns speaking language by incessant listening to its members of the family and close relations. Language labs are the best tools for teachers to enhance listening skills of students. Pre-defined software's like 'Multimedia language lab' and 'Advanced English communication skills lab' are very helpful in learning listening skills. By listening to the various audio files and answering the questions related to the audios help the students developing both listening and analyzing skills. There are other methods of teaching listening skills like playing audio file through mobile and asking questions, reading newspaper or articles or magazines or narrating a story and asking them to answer the questions will also help equally in enhancing the listening skills.

Role of the language teacher: Teaching Speaking skills

Speaking is an active and most important skill of any language. 90% of the Indian engineering students are lacking speaking English skills. The main reason behind it is, throughout their education since childhood they have been concentrating more on reading and listening and writing but hardly on speaking due to fear of speaking in English. The language teachers should help them by motivating and by making them involve in JAM sessions, role plays, group discussions and debates etc. In order to learn speaking, first students have to learn fighting against their foe i.e. 'stage fear'. When the students overcome fear automatically they feel free to speak out without hesitation. In Indian context the best way to develop speaking skills of engineering graduates is asking them to narrate a story in their own mother tongue first and then to translate it into English. This helps them in getting rid of stage fear. Researchers suggest that debates are the best tools in enhancing speaking skills. They encourage different types of responses and develop convincing arguments and allow them to learn from one another. Apart from these mock interviews and oral presentations, provide them a competitive platform to open-up themselves freely and sharpen their communication skills.

Role of the language teacher: Teaching Reading skills

Reading is most important skill required for engineering graduates for their academic and equally to professional life too. Reading helps the technical students to develop their language vocabulary, comprehension ability, and even to develop their own writing style. During academics engineering graduates may go through different technical article, magazines, and journals, in order to understand the technical concepts, central themes, and main ideas they should master reading skills. After getting into the MNCs they are expected to analyze the concepts of Projects handled by the companies and are asked to give their opinions and suggestions. So it is mandatory for every engineering graduate to boost up their reading skills. Francis Bacon rightly quoted that "Reading maketh a full man, conference a ready man, and writing an exact man". English language teachers can develop reading skills of engineering students by making them involved in reading comprehensions by following reading methods like skimming and scanning to analyze and understand it clearly and exactly.

Role of the language teacher: Teaching Writing skills

Writing skill is one of the active skills of English language communication. It is mandatory for engineering graduates to acquire writing skills. During their academic life they are supposed to prepare presentations, seminar proceedings, technical reports, CVs, and academic projects. In their professional life also they may be assigned with some writing tasks like preparing project presentations, project documents. Sometimes they have to update the work status to their superiors or boss. So they require good writing skills to convey their message through mails to their peers, managers, team leaders and other superiors. During the academics Language teachers can utilize language laboratories effectively to teach writing skills. Writing skills can be developed by 'filling up the blanks in a sentence, writing short stories, E-mails and reports.' Teachers have to provide feedback so that the students may come to know and correct their mistakes.

Conclusion

English language and communication skills are acknowledged as the most crucial elements in the academic and professional life of the engineering students. Indian engineering students are required to enhance their English communication skills to reach the expectations of

multi-national companies. Indian technical universities need to incorporate English language courses in the entire four year engineering graduation program. In most of the engineering colleges English subject is given less priority compare to technical subjects though it is in the academic syllabus. In order to understand the technical concepts and acquire the technical knowledge students require Basic English language skills. So it is needed to be given equal importance sometimes more priority to English subject. The engineering colleges which maintain a high standard of education also failing in providing skilled engineers demanded by the MNC's, when they visit the colleges for campus recruitment. The only reason behind it is they hardly give importance to language subjects. Engineers are the step stones for the development of any nation. So it's the responsibility of Universities, Institutions, and teachers to streamline technical communication skills through English language by LSRW methods, so that the effective communication skills can be assured in the technology developed world.

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3. English Language and its Impact on Disadvantaged Learners

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Introduction

The main aim of education is to provide children with the skills required to be able to function as members of society. Education accomplishes this task through imparting knowledge, skills and attitudes (competencies) to children. Language is one of the basic instruments for societal functioning and is an important element to redress societal inequality. Children who grow up in a socially disadvantaged learning environment often lack the basic language skills required in the way society expects them to. After the introduction of modern education, the significance of English as a language of development and growth was felt very strongly among the tribals of North East India. Education to a certain extent became synonymous with speaking English. The functional and symbolic value of language has far reaching significance in the transitional continuum from community to ethnicity and from ethnicity to formalised nationality. Language is a central feature of human identity. Though when we hear someone speaking, we immediately make guesses about his or her gender, education level, age, profession, and place of origin, beyond this individual stuff, a language is a powerful symbol of national and ethnic identity. (Spolsky 1999, cited in Block, 2007) The way one speaks is often more important than what one says. Language expresses the way individuals place themselves in relationship to others, the way they group themselves, the powers they claim for themselves and the powers they assign to others.

English Language and Education

After the advent of Christianity and the introduction of modern education among tribals in the north east, English is considered the linguistic capital necessary for both economic and social powers and for growth and development. English was and is still, seen as an "instrument for the appropriation of symbolic wealth socially designated as worthy of being sought and possessed" (Bourdieu, 1973:73). Education is not only a means for betterment of one's position in life but is also indicative of the socio-economic status of an individual group and community. (Thakur & Thakur, 1997) However, education has still to play a significant role in the socio-economic development of the tribal people of India where there is high drop-out and low participation rates especially among girls. Educational advancement can be taken to be the best indicator of the development of a community. The impact of education on economic development cannot be avoided. It influences not only skills and attitudes of labour, but also serves as an agent of social change: *"Worldwide, minority children suffer disproportionately from unequal access to quality education. Disadvantaged minorities are far more likely to receive an inferior education than a good one. Disadvantaged minority children are more likely to start school later than the prescribed age, if at all; they are less likely to be ready or well prepared for school; and more prone to drop out or fail to achieve in school. That perpetuates the cycle of poverty, leaving them unable to later fulfill their human potential, to gain meaningful employment and to become respected members of society."* (Gay McDougall, independent UN expert on minority issues, 2009: 7) In this global age, English teaching is a natural focus point for factors changing education. The alignment of social theories of language, globalization, and the internet shine a more intense light of critical scrutiny on English education than ever before.

Awareness of the socially constructed dimensions of language and literature, the postmodern critique of western linguistic and cultural hegemony, and the English language- and internet-induced explosion of the boundaries of cross-cultural dialogue together call for a synthesis and new discourse.

English Language and Disadvantaged Learners

The dominance of English today causes not only rapid development but also linguistic and communicative inequality, feelings of anxiety and insecurity in the classroom. It is widely accepted that the global status of English initially resulted from the vast colonial reach of the British Empire. (Crystal, 1997, 53; Pennycook, 1994, 153; Wright, 2004, 155) Graddol suggests the current enthusiasm for English in the world is closely tied to the complex processes of globalization. English language, as a global language is a vehicle serving the communication needs and the propaganda of globalization: *"Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnitude is a heavy burden for any language, and for those who have responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India."* (Graddol, 2010:120)

Language, Culture and Identity

When learning a second language, learners cannot completely separate themselves from their cultural context where they rely on the knowledge source constructed from their home society to interpret the meaning of linguistic information of the target language (Hinkel, 1999). Language is a central feature of human identity. The relationship between language, culture and identity is an intriguing one. Culture is inextricably linked to language. Without language, culture cannot be completely acquired nor can it be effectively expressed and transmitted. Without culture, language cannot exist. A language develops according to the particular needs of the people who live in a certain point of time, who share a way of life and culture, it is clear that language is strongly intertwined with culture and identity. Although there is not always a one-to-one relationship between one's language and one's cultural identity, language is perhaps the most significant key to identity. Language carries and expresses shared cultural and identity symbols, namely, what pertains to one's roots and cultural heritage, and all the distinctive features and symbolic elements which confer on a group its identity. The close connection between language and identity is due to many reasons: language is a 'taken for granted' aspect of community life, "it is such a widespread and evident feature of community life" (Strevens, 1987:51). Kramsch (1998:65) believes that: *"There is a natural connection between the language spoken by members of a social group and that group's identity. By their accent, their vocabulary, their discourse patterns, speakers identify themselves and are identified as members of this or that speech community. From this membership, they draw personal strength and pride, as well as a sense of social importance and historical unity from using the same language as the group they belong to."*

Impact on Socio-Economic-Cultural Conditions

It is well known that the struggle for life in most tribal areas is very hard and people lead a hand to mouth existence. Even the tribes practicing agriculture do not produce enough to have two square meals a day. The entire family is busy with the food quest. Even families who are not into agricultural farming, all members of the family go out to the forest to dig for roots, to collect fruits and to hunt (Saxena 2002). Hence, every member, young or old, boy or girl, in the family make substantial contribution to the economic activities of the household. Thus, each child is an economic asset in a typical tribal household. If the child is taken away to school, the family is deprived of the little income he/she brings and puts an extra pressure and strain to the family's economy as the parents have to feed him out of their meagre income. In spite of their apathy towards education, the tribal parents have realised the importance of education hence, are making an effort to send their children to schools even if it involves a lot of sacrifices on their part. However, in spite of these sacrifices made by the parents, when tribal children join schools they are subjected in most cases, to forced submersion, the dominant or majority language is used in the classroom.

Languages are said to make us human; but they also dehumanise when they become instruments of power for some and shame and guilt for others. (Mohanty, Mishra, Reddy and Gumidyala 2009) For some, language is a road to upward mobility and for others it is a barrier to growth leading to serious consequences for basic survival and well being. The language barrier that the tribal children face on their school entry is a major factor in their poor educational performance and consequent socioeconomic deprivation. It is often the language barrier that prevents him/her from participating and expressing his/her feelings, as it limits his/her freedom of expression. Educational failure of linguistic minorities all over the world is primarily related to the mismatch between the home language and the language of formal instruction (Mohanty, Mishra, Reddy and Gumidyala 2009). Also, the neglect of mother tongue forces the tribal children into subtractive language learning in a form of submersion education in the dominant language and leads to poor educational achievement among the tribal students. This disadvantages that accrue to them and the resultant damage to their chances of success in schools and life are irreversible. Jhingran (2009) stated that such treatment shows problems of non-comprehension, poor classroom achievement and severe learning difficulties of tribal children in primary schools taught in a language which is different from their mother tongue. The language barrier that the tribal children face on their school entry is a major factor in their poor educational performance and consequent socioeconomic deprivation.

Conclusion
Understanding learner's struggles in learning the English language involves not just his/her difficulties in the classroom but also an awareness of how sociocultural meanings are linked in complicated ways to sociocultural identities. The importance of the tribal languages as the foundation of a child cannot be over –emphasized. In spite of efforts undertaken by the government, the school and higher education in India has not responded to the prospects and challenges of its multilingual ethos. (Mohanty 2008b) Maintenance of mother tongues, multilingualism and linguistic diversity are cognitive, educational and social resources for the tribal people. It is true that people wish to learn English, and that governments can see pragmatic and economic reasons for facilitating this in education. However, Skutnabb-Kangas, Phillipson, Panda and Mohanty (2009) claims that whenever English is not the mother tongue, its learning should be promoted through linguistically and culturally appropriate education, meaning

multilingual education for minority groups, and as a foreign language elsewhere. The prominence given to English is problematic wherever local languages are not also used, especially in education. They further stated that high levels of competence in English can be achieved without sacrificing competence in other languages. Hence, we can conclude by saying that for the betterment of society as academicians, researchers, administrators, teachers etc, one should always keep in mind the importance and impact that language and culture have, on the tribals, indigenous and minority groups.

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4. Exploring Innovative Methods in English Language Teaching: An Experimental Study

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Introduction

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. It is one of the most important languages today, and is not merely determined by the number of speakers but by the roles to which it is assigned in the sphere of international affairs. It will be worthwhile to explore this concern and identify the factors responsible for it, preparatory to finding some possible means of "seeing… teaching differently" (Fanselow 1988:114) which will help the ESL teacher face successfully any ESL situation and enable him or her. Basically teaching must include two major components sending and receiving information. Ultimately a teacher tries his/ her best to impart knowledge as the way he understood it. So any communication method that serve this purpose with out destroying the objective could be considered as innovative methods of teaching.

Aim of teaching

The main aim of this study is to examine how reflective practice enables ESL teachers to make sense of their professional worlds as well as make significant and worthwhile change within themselves and in their teaching practices. In general educational research, "teachers" ways of knowing,' which are referred to as the 'new scholarship' (Schon, 1995, Zeichner, 1999) or 'practitioner research' (Anderson and Herr, 1999), are gaining recognition: the knowledge produced by teachers out of their own lived realities as professionals is increasingly being regarded as legitimate. The process of legitimizing this knowledge calls for a broad-based movement that seeks to examine and make public the new scholarship. This study is an attempt in that direction in the ESL context in India.

Literature Review

Johnson, (1992) studied six pre-service ESL teachers, using videotaped recordings of the lessons they had taught and stimulated recall reports of the instructional decisions and prior knowledge that influenced their teaching. She found that teachers most frequently recalled making interactive decisions in order to promote student understanding (37%), to promote student motivation, involvement (17%), instructional management (15%) curriculum integration (9%) subject matter contents (8%) and students' affective needs (6%). (Johnsons, 1992: 127) In a questionnaire study of the beliefs of English teachers in Hong Kong schools, Richards, Tung and Ng (1992) found that the 249 teachers sampled held a relatively consistent set of beliefs related to such issues as the nature of the ESL curriculum. Nunan (1992) reports on the planning processes employed by nine teachers with different levels of experience and concluded that the teachers, plans had a significant impact on their lessons, although their lessons were substantially modified during instruction. Katz (1996) made a study at a large urban state university in the United states that serves a large and diverse student population. She used two audio-recorded, formal interviews with each teacher, one at the beginning and one ate end, journal writing and conducted classroom observations, documented via extensive field notes, which were transcribed and conducted research to understand the instruction of writing to both native and non-native users of English.

Procedures for Carrying Out Reflective Practice

Different kinds of strategies and techniques have been developed to investigate classroom teaching by reflective practitioners. They are a. Self- Monitoring, b. Teacher Support Groups c. Peer Observation d. Teaching Portfolios e. Critical Incident Analysis f. Team Teaching g. Action Research h. Diary/Journal Writing.

Methodology

After attending a programme on reflective practice, five teachers teaching undergraduate ESL classes at colleges in and around Markapur, Prakasam Dt, AP, decided to carry out reflective practice through one or more means for their own on-going professional development. The participants were heterogeneous in different aspects, such as age, qualifications, training, experience, and place of work. They teach students of similar profiles learning English as second language.

Teacher A is an English teacher working in S.V.K.P College, Markapur. He has a Master's degree in English and is interested in phonetics. He has not undergone any special training in teaching English as a second language. He has taught English for 4 years in an Intermediate and 8 years in Degree College. He teaches mostly rural students, who are from Telugu medium schools. He has attended a workshop, 'Train -the -Trainer' programme at ANU Campus, and one Jawahar Knowledge Centre (J.K.C.) Training programme. Besides being a teacher of English, he is also working as a NAAC and JKC Coordinator.

Teacher B is an English teacher working at a SV Arts college, Giddalur. The teacher has a Master's degree and Master of Philosophy in English Literature. He has taught English for seventeen years. He has also attended a workshop, 'Train-the-Trainer' programme at ANU Campus and a special training in ELT. He has attended four national seminars and organized one national seminar.

Teacher C is working as a lecturer in English at Ideal Degree College. He has Master Degree in English Literature. He has 25 years of experience of teaching English at under graduate level. He has attended a special training on phonetics given by globarena.

Teacher D is an English teacher working at SRW Jr College and Vemana Degree College. She has a Master's Degree and Master of Philosophy in English literature and taught English for 22 years, 18 years at Junior college level and 4 years at UG level. She has attended 8 national seminars and 2 international seminars.

Teacher E is a teacher of English working in a Govt jr college Y Palem. He has a Masters degree in English literature. He has 9 years of experience in teaching English. He has had no special training for teaching English.

Procedures Adopted for Data Collection

This researcher has maintained the individual audio records from the participant teachers with his/her, containing personal details, designation, educational qualifications, and years of experiences, objective in choosing the teaching profession and innovative methods that which

he/she fallows at their particular classroom. This information was obtained though frequent meetings with the above five participants.

Post-Reflection Discussion

After completed a 15 minutes discussion with teacher A, he was asked to respond on the importance of audio recording he expressed his satisfaction. He said that he would prefer audio recording to journal writing, as the former helped not only in improving his teaching skills but also in assessing the learning capabilities of the students. He suggests that experts in this field should conduct role plays, just a minute are helping ESL teachers with guidelines to improve their classroom teaching.

When the researcher approached the Teacher B, he expressed his satisfaction in reflection through journal writing because he was confident that it raised him self consciousness about his own teaching. From the post reflection discussion, the researcher could notice the teacher's confidence in the usefulness of reflective practice, if followed regularly. He is confident that journal writing definitely helps the teacher, if done regularly. He realizes the importance of a thorough preparation after making self-introspection through journal writing. He expresses his hope of becoming a better teacher if he continues to reflect upon his classes on a regular basis. He suggests that experts in this field should conduct workshops and seminars periodically with a view to helping ESL teachers with guidelines to improve their classroom teaching.

When teacher C was asked to reflect on his experiences, the teacher spoke with optimism about the value of reflective practice. The post-reflection discussion reveals that the teacher believes in reflective practice as an effective means of self evaluation and of developing sensitivity to students' learning. He opted for journal writing. The teacher said that he had no idea of 'Reflective Practice' as a theory or as a concept but that his teaching depended purely on thoroughly6 thinking about the previous class he had taught. Documenting his reflections was a new experience for him. The teacher prefers story telling as his teaching strategy. He relates classroom situation to day-to-day experience. He prefers divergent questions while teaching and referential questions while summing up. He hopes that to conduct telephone etiquette, group discussion and mind maps helping ESL teachers with guidelines to improve their teaching.

Teacher D felt participating in this research is an opportunity for professional growth. She opted for journal writing. The teacher feels that the effectiveness of teaching depends on the learner's learning preferences. She uses a learner-centered model of teaching minimizing the lecturing and motivating the students by asking critical questions and using various other means such as jokes, and stories paper cuttings. She is of the opinion that teaching will be effective if the teacher realizes the learning styles of her learners. To learn the needs of learners, the teacher administers a questionnaire to them, which is designed to elicit information about their learning styles and preferences. From her questionnaire survey, the teacher found that the majority of her learners were kinaesthetic, auditory and tactile learners. A few students were visual. She planned to use role-plays and other activity-based methods for kinaesthetic learners. This teacher also asked her students to answer another questionnaire to investigate their learning preferences.

Teacher E feels that reflective practice is an active process, which brings out teachers capacity for expressing, analyzing and renovating the knowledge they use in their classrooms. He also says that this process is retrospective in nature and helps in improving our perception of

our day-to-day work. The teacher believes that language as a means of communication can be learnt not only through formal instruction but also unknowingly through social interaction. He too believes that drill and practice can bring in accuracy in language use. He accepts with Andria Doff that as far a possible, encouraging the students focusing on what they have got right, not what they have got wrong. Praise the students for correct answers in this way; they feel that they are making progress. Avoid humiliating students, allow them to make mistakes and correct their mistakes without hurting their feelings.

Findings Based on Teacher's Experience
1. **Decisions about Timing through Reflective Practice**

The reflective practice of the teachers in this study helped them to be sensitive to the time needed by the students to carry out an activity, and make adjustments in time allocation. It also helped them estimate the number of activities that could be set in a period. Furthermore, it helped the teacher identify and assess the attention span of the students.

On reflection, Teacher A found himself planning for his lessons carefully such that his students were able to learn vocabulary through practice, though it was basically a time-consuming activity. Similarly, Teacher B and C set up a time- bound practice exercise to sustain her student's interest while teaching reading comprehension. Teacher D was found to plan her lesson dividing the duration of the class equally among all her student, thus finding the time to motivate her students to interact in English both with her and among themselves. Time became an important factor for making her students summarize and recall the words and expressions learned from the text, and she was able to manage it with ease. Teacher E's decision about timing was interesting. She decided to teach grammar in the afternoon sessions, being conscious of the mood of the students.

2. Decisions about solving the student's problems through reflective practice

The teachers could also assess the kinds of problems that students had in understanding certain concepts and instructions. Though the classes differed slightly in 'personality' and 'perception', surprisingly, the kinds of problems that the students faced were rather similar. The teachers could identify the students' problems, tried out different methods of explanation within the lesson series, and thus arrived at workable method of solving the students' problems.

3. Better decisions about the use audio recording and inventing new strategies through reflective practice

The reflective practices of three of five teachers indicate significant improvement in their classroom practice in terms of teaching strategies and teaching aids. Reflective practice has evidently helped them think about alternative strategies and teaching aids to make their classroom teaching more effective and interesting.

4. Opportunities for active involvement

Data indicate that reflection enabled the teacher participants to realize the need for providing opportunities to their students to interact with the teacher, text or with their friends during the class.

5. Taking advantage of wide variety of resources

The significant change that occurred due to reflection among the teacher participants is that they were motivated to think and prepare for the class in advance and to select teaching materials appropriate to the level of their students.

6. Developing a sense of belonging with the classroom

Reflective practice enabled the teacher participants to realize that making students feel at home in the classroom would greatly facilitate learning. The data show the teachers attempting to make their students feel at ease in several ways, in particular, through the elicitation method. This developed in the students a sense of responsibility and belonging.

Seeking advice and outside support

The data collected indicate that the teachers realized the need for collaborative work, and sought advice from their senior colleagues to solve their classroom problems and for their self-evaluation.

Utilizing effective classroom management strategies

Reflection made the teachers realize the need for effective classroom management as a significant requisite for effective teaching. All the teacher participants were found to realize the significance of group activities for creating interaction among their students.

Maintaining flexibility and a positive attitude

Yet another significant outcome that the data analysis indicates is that the teachers understood the need to have a positive attitude towards their students and that they realized that flexibility in attitude and action in classroom would make the students learn better.

Promoting learner autonomy

Reflective practice helped the teachers realize both the need to give freedom to the students to choose the activity or the lesson to be taught and the necessity for creating a climate conducive to learning in the classroom.

Conclusion

The report by the Carnegie Task Force on Teaching as a profession (Carnegie Corporation 1986) recommended the use of teacher generated case reports as a core source in teacher education. This research may well be regarded as a contribution to that emerging core source in second language teacher education. This researcher hopes that by bringing teachers' ways of knowing through reflective practice into scholarly discussion, this study will strengthen the struggle, waged since the 1980s, to gain validity for inquiry-derived knowledge through

reflective practice in ways afforded to disciplinary or theoretical knowledge, which still remains foundational to second language teacher education.

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5. Engineering English: Problems and Solutions

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Given the number of Engineering colleges in states like Tamil Nadu, AP and Karnataka, the need for any entrance test for gaining an engineering seat is redundant. Such a test may be paramount for those students pining for those institutions of name and fame. All the students that apply and even those that don't apply are sure to get Engineering seats these days; only not all are willing to apply. The private Engineering institutions may be categorized into four tiers.

The first is the most sought after and belongs to the creamy layer where the students are studious in English and the teachers are paid well. The second is comprised of students of middle class whose English level is average where the teachers are paid a decent salary on time with the Damocles' sword hanging over their heads. The third tier institutions are those struggling for oxygen where rural students belonging to the struggling classes and wanting competence in the language and other subjects join the institutions not by their choice but without any other option, whose staff get paid not monthly, but bimonthly, quarterly, biennial, or when the title-holder is able to or pleases to pay. In the tragic fourth tier where no one is ready to join, students with nil grasp over the language are recruited through agents from all over the state, gratis by the managements with the promise extorted from their parents that the scholarship given by the government shall be completely diverted to them, where teachers are free to work, provided they expect no salary! Of course there are cases where a few of the title-holders of well-to-do institutions are made to pay the dues even in the gaol for gorging the fees from the pupils avariciously and atrociously and keeping income from the tutors, miserly and miserably.

Even in the entrance test (of yore) in which importance is given only to Mathematics, Physics and Chemistry, the students' language ability in English could be assessed and they could be streamed as per their performance in the language and may be asked to learn through matching syllabi the language as per their knowledge and aptness, than expect all and sundry (including the rural and backward) to comprehend those passages and compose those paragraphs, essays and letters to display their inability and fail in the semester. This will also give the opportunity for the good users of English to be introduced to a little bit of literature, as some elders are of the opinion that only a knowledge of or taste of literature will stimulate the learners' interest in learning, using, and, perhaps, striving to master any language. In Engineering college's English syllabus literature need not have to be a taboo after all.

There are now students in Engineering colleges who struggle to pronounce words and read sentences freely. There are students that do not know that proper nouns should begin with capital letters wherever they occur in a sentence. Many students continue to say, "I was studied in GHSS", instead of "I studied in GHSS." They know not the difference in the verbs to use in the present tense when the subject is in the singular and plural. They could not spell even the common words in English properly. To expect convincing answers from them for awarding them pass is preposterous. To even prescribe them such a common syllabus is ridiculous. So, the need of the hour is to first find out the different language levels of the students and prescribe appropriate syllabi for them to learn the language, than display as per the whims of the unrealistic or idealistic syllabus designers.

With the doors opened to draw students through promises to the parents of food for their wards in the morn, noon and even tide (and there are also promises of keeping both the sexes segregated in some private Engineering institutions, with even separate stairs for the two genders), and 100% result and placements, the pressure on the English faculty is high. Besides, also other subjects like Engineering Ethics (attempting to exonerate the guilty in incidents like the Bhopal gas tragedy) are placed on the heads of the English faculty, like how in Arts (Degree) colleges under Madras University in some colleges they were expected to handle subjects like Environmental Science. (During the 1980s and 1990s many Arts Colleges scrapped BA in English Literature from their institutions. Now every private college that tends to lean on profit-fetching degrees in TN is interested in introducing English Literature, as there is a new wind blowing in its favour owing to the demand for jobs requiring communication – in English – alone.)

The English teachers in private Engineering colleges who are under pressure to complete the portions for the continuous assessments could indeed not find the time nor do anything useful to the students save find shortcuts (like giving probable letters, paragraphs and essays to memorize and regurgitate) that could be further detrimental to the proper learning process of the language by the student (backward) community. In addition to teaching English, in some (many or most) private institutions some faculty are given additional tasks or designations as class coordinator, mentor, counsellor, god father etc., all of which duties they had to, or could, carry out only during the English class hours, which further reduces the time they could spend on the language. Besides data being sought every day, there are meetings to be conducted like result analysis meeting, class committee meeting, etc. There are other extra duties like prep duty, mess duty, hostel duty, campus duty, NSS, NCC, YRC, etc.

There are committees like disciplinary committee, attendance monitoring committee, library stock verification committee, etc., and squads like anti-ragging squad etc. In addition, there are internal academic audits, and visits of teams like ISO, NBA, NAAC, AICTE, etc. There is also the pressure of publishing papers and attending workshops, conferences, and symposiums, national, international and inter-continental. There are English teachers from many Engineering colleges that complain that there is a step-motherly attitude shown towards them by their institutions or managements. In that like the two-glass system still found in many parts of India, there are two salaries for the Engineering and Humanities teachers. The apology for the disparity in salary is that the former have invested (spent) a big sum for their education while the latter have spent a negligible amount. In addition, technical degree is considered superior to arts and science degrees. The same or something else could be the attitude of both the fellow Engineering staff and students.

So, it is only by the virtue of his or her teaching ability and language infallibility the English teacher could establish him or herself in the institution and hearts of the students. However, there is another issue in the qualifications of English teachers. Those with science degrees like B.Sc. Zoology, Botany, Chemistry, etc. are allowed to do post graduation in English and eventually end up as English teachers and, in some sorry cases also head the department. Such of those cases lack the formal foundation in subjects like phonetics and continue their career to completion in that comfortable state of ignorance, of whom some are nagged by the

inferiority complex on account of the UG degree, who as a result behave in an overbearing manner and tend to expect recognition and reverence such as would expect the woman in Kural 402. It ought to be made mandatory that only those that have done their under graduation in English are eligible for teaching English in at least college level.

Surrealism in Engineering English

The syllabus or lesson plan ought to be realistic and practical, than be a combination of unrelated, motley topics in a strange way, to be completed within 60 periods in a semester. Consider topics or activities like introducing oneself, speaking about one's place, telephone etiquette, etc. in one or two hours. Whither could all the learners get their turn in the time for the exercise within a span of 60 minutes? Those language learning activities like listening to audio, video, TED talks etc. requires the students' movement to the lab, as most colleges do not have smart boards in class rooms. When the learners finally settle down, they get very less time for the lab activity. In addition to these problems, there are three continuous assessments, three assignments and a model exam, all to be accommodated or managed in those 60 hours.

In addition, there are issues like the natural calamities. Every year the fag end of the odd semester in Chennai is rocked by rain and flood, like the Chennai flood of December 2015. These factors also ought to be taken into consideration by the syllabus experts of Engineering English to keep ready an alternative, buffer syllabus. There can be modules to ensure that basic language needs like spellings improve.

Though Lord Cromer says that in English sound and spelling do not agree, and though the currency of American spelling has increased the confusion such as in the tower of Babel, yet we ought to ensure that the errors committed in spelling are minimal. At the end of the degree, the graduates should be able to do well in group discussion, personal interviews, etc. in the campus interviews by the Corporates and MNCs, and the English faculty should see to it that they are fit and ready. When many students get placed, the respective Engineering branches get the credit and the English faculty are not even remembered. Save a few students, the staff of those Engineering branches, the management and those companies that recruit the students are oblivious of the role of the English faculty. Given this kind of grateful recognition for English faculty, they ought to be content that there are at least one or two students that remember the important rungs in the ladder by which they have climbed up.

Conclusion

In the fitness of things a State-run University aware of the different tiers of private Engineering colleges under it and conscious of the calibre of the students studying under them ought to frame matching and useful syllabi at least for the subject of English. The Universities also ought to introspect if marks, grades and passes are necessary for English language. Due to commercialization of education and the unpredictability in admissions (student strength) in Engineering colleges, the offer of poor packages for language teachers could consequently lead to language tutelage falling to mediocrity and dilettantism. The solutions to these problems are very simple and easily possible, but utopian.

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6. Language is a Medium of Communication

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As Pandit Nehru said, "English is our major window on the modern world". Although many strategies for supporting literacy in native English speakers are applicable to adolescent ELLs, there are significant differences in the way that successful literacy interventions for the latter group should be designed and implemented. Language is a medium of communication either through oral or written form or both, the learning of a language is directly proportional to the frequency of getting exposed to it through listening, speaking, reading and writing. Teaching a language to non-native speakers involves a lot of problems.

At present English is being taught in India as a compulsory language upto graduation. English in India is primarily taught as a foreign or a second language.Moreover,there has been a shift in our aims and objectives of learning English,the primary aim being to communicate effectively. English in India occupies a prestigious position. English is the predominant language of international commerce. In this computer age, English is being used in all domains of life whether it is science, trade and commerce, or astronomy. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world.

Objectives: The present paper critically evaluates the problems faced by Indian students in the language classroom when they enter into college environment. Appropriate and adequate remedial measures with special reference to methods for teaching English in general and for specific purposes are cited for the successful rectification of these problems in the following manner:

Methods and Techniques: In my personal opinion, however, one of the key responsibilities of the modern day teacher of English is to create intrinsic motivation in their learners. They have to empower them with the ability and confidence to 'learn how to learn', to develop a sense of responsibility for their own development , and to regard peers as possible sources of learning as well.

Most of the teachers use Grammar Translation Method which is common in many countries. This method was developed for the study of 'dead' language and to facilitate access to those languages classical literature. That's the way it should stay. But English is certainly not a dead or dying language: therefore we can not be dependent on this 'Grammar Translation Method' only. Analyzing the quality of students coming from different secondary boarders to colleges in terms of the methodology they have passed through. There has been a question mark over the ability of our highly qualified college teachers engaged for the purpose. We should go into deep to understand the teaching environment of college teachers in comparison to their university counterparts. For the welfare of students in terms of their employability there is a need to draft the required curricula, methodology and evaluation system, etc. in the right direction to achieve the goal of UGC.

Direct Method: Students learn to communicate in the target language, partly by learning how to think in that language and be not involving native language. This method is nor is practically feasible at graduation level, if previous background of student based on 'Grammar Translation Method'. But it is good at masters' level. The Direct Method is undoubtedly a highly effective method in terms of creating languages learners who are very competent in the target language. However, it requires small class sizes, motivated learners and talented teachers in order to succeed. I would encourage teachers t oview the method in exactly the same way. It is certainly not a bad way to teach but it is a long way short of the big picture modern language teaching methodology is attempting to achieve.

Audio-Lingual Method: It is a method in which new material is presented in dialog form. There is dependence on mimicry and memorization of set phrases. Over learning is the basic requirement to learn English quickly and it builds habit to use correct pronunciation. But it limits the vocabulary of students. This method is only applicable and beneficial for our students when we plan to include viva-voce as one of the compulsory practical paper at undergraduate level.

Natural Method: It is to learn naturally to speak before reading. In this way, a chain reaction is formed among oracy, literacy, receptive and productive skills. Proponents of the method tended to avoid the use of books in class. The students are supposed to be immersed in language and allowed to formulate their own generalizations. It consists of a series of monologues by the teacher. It is an exchange of question and answer between   instructor and pupil in the target language. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginners come to associate certain acts objectives with combinations of sounds, and finally reach the point of reproducing the foreign words or phrases. The mother tongue is strictly prohibited. This method is not feasible at college level as the college pupils are grown-ups. At their age, if we adopt this method to teach them, it would be a futile exercise leading to chaos. Moreover, it is a very time consuming process and it will require extra time at the end of teachers.

Phonetic Method: It emphasizes oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule, giving and seeking to impart a practical mastery of language forms. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. This method needed heavy requirements for linguistic expertise on the part of the teachers. This particular method is specifically required for those seeking jobs/visa for employment or further studies in foreign countries. By including phonetics to our curricula, we can reduce the dependability of students on various private IELTS shops. It is not so hard to become good in English language; only thing which is required it the approach in the right direction. Here are a few approaches that can solve our purpose as per our requirements:

- **Communicative Approach**: It is to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication while being correct grammatically also.
- **Physical Approach** asks students to respond physically to the language they hear. Language processing is thus matched with physical action, the teacher and students later become more

actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language. This approach is not so much popular as it is only meant for the beginners or to keep an eye on the attention of pupils.

- In **Eclectic Approach**, the teachers tend to select different teaching strategies from different methods, and blend them to suit the needs of their materials and students. Now –a-days this approach is gaining grounds because teachers are not bound to adopt any particular method. They can adopt the one- best suited, comfortable and fruitful.

- **English for specific purposes** (ESP) is known as a learner-centered approach to teach English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, sucha as science, technology, medicine, leisure and academic learning. This course is recommended for foreign and second language professionals who wish to learn English for many purposes like business, civil Engineering, academic, and health services etc. In addition, they are introduced to ESP instructional strategies, materials adaptation and evaluation.

To conclude, there are a number of factors involved to fill-up the gap between present level and expected level of students. Teaching learning is a multi-way process. A teacher is not only a teacher but also a friend, guide and a philosopher to students. He/she students not only to pass in the exam but also to face challenges and take right decisions during the time of crisis in life. On the part of a teacher, he/she should have to maintain a learner-friendly atmosphere; has to focus on average and below average students by imparting them extra time to clear their doubts, clarifications etc. By doing so, students communication skills in English will grow. This is ,of course, a real and tough task ahead of a good teacher. The eclectic approach to the need of the students will have to be adopted.

Methods/Techniques of teaching and suitable teaching methods which may be entertaining as well as fruitful. This approach to English instruction in the Indian classrooms will help to create a context within which students would be able to explore new ideas and experiences. In the given scenario teachers' s role will shift from merely providing information to eliciting and supporting students own views and contributing to meaning-making. Thus, a dialogic and approach to the teaching of English makes for an interesting and exciting way to teach the language because it enhances student involvement and engagement in the classroom, allowing for a greater student-teacher contact.

A classroom engaged in a collaborative pedagogy shapes empowered and autonomous learners. In the true spirit of democracy this approach gives the language learners the space to grow into questioning and rationalizing individuals. Abandoning the traditional notion wherein the students respond to questions asked by the teacher, these active learners are encouraged to ask their own questions which allow them a greater control over their own thinking. This means that the teachers will have to give up their cherished notions that they are the ones who control learning. They will have to allow a redistribution of power among/to students who trough their contributions may enrich the teachers' s own understanding. A collaborative approach would call for the virtues of creativity, patience, accommodation and responsiveness to be inculcated by the teacher/instructor.

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7. Learners Culture & Target language: Language Transition from Literature

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1. Introduction

No doubt the dominant language of the world is English and to teach and learn this particular language is definitely not so easy, except other aspects of education. With the help of researcher's exertion, the English Language Teaching has been embellished with lots of methods. Within every decade a new discovered approach or method has revolutionised the ELT discipline & every year we receive globally, about billions of publication outcome through different sources. Thus the research transitions are continuously taken us into comfort zone. Likewise transition in Language teaching has received a milestone from Literature to language in an essay by Pit Corder namely "The significance of Learners errors" in1962. Even though the literature & language are two sides of the same coin but the effects, timely inventions, worldly development made a different recognition for both in terms of influence, as independent discipline and peculiarly as a need.

Literature is a composition of culture and is signified by Language, thus language is a source (right channel) through which literature and its main constituent (culture) is recognised. In another sense we can say literature and language stand for each other. But literature is a wide range of knowledge, information, etc and language is an adjacent range than literature. Identically it is good to connote language as a key to unlock the lock of knowledge treasure (literature). Therefore first it is better to cover nearest range (Language) than the wide range area (Literature). There is an appeal in all kinds of literature and English Language can represent other literature and cultures better than any other language. Now the question is how can be language taught, simple answer may be the way that will be convenient for children. Although our non-native learners couldn't get any noteworthy benefit but till date world language experts have been recommending, advising their best ways to teach and learn comfortably the global language.

The non native English speaking countries have been following excessive foreign literature in ELT based subject. And children have been facing language learning problems because of complex syntax & language structure, lengthy texts, unsuitable tasks for language development, literature above their age, content mismatching with their firsthand experience & don't reflects their real life. In the long run this failure of English language learning has been a factor of demotivation which has affected the learner's academic performance extremely. The complex contents designed for children are neither helping language learning nor adding knowledge gains permanent, except temporary knowledge which lasts while finishing final exams even before. This is a worry for utmost non native EFL classrooms. However the problem tackling methods till date produced by ELT world after late 1970 to early 1980 like Content based instruction, Communicative language teaching, Task based language teaching, Teaching proficiency through Reading & storytelling, Natural Method, have helped appreciably.

The revolution in research proposing new ways, strategies of teaching EFL for English speaking countries is a sign of relief. Asian school educational departments have regenerated the English classrooms through avant-garde like other Non-Asian countries. Even Indian most English medium private schools got well advantage but unfortunately Indian Government School English classrooms till date didn't use such groundbreaking approaches, methods for this age of children. The age which is known as the advanced age for learners, should be achieving the EFL learning heights. Nonetheless the situation has made us think, to hunt the tremendous innovative methodologies, approaches, techniques at regular intervals. Consequently such measures must try to make English instructional language easy particularly for Govt school children's academic excellence. Underneath the research inquires the deterrents and defects in Government School English Language environment in Kashmir. With this in mind the concerned objectives are:

   a) To address the erratic EFL environment of Government Schools in J&K state.
   b) To illuminate the learning differences between the learners culture & foreign context.
   c) To analyse the deterrents of L2/L3 learning in Govt schools.

2. Literature Review

There is extensive foreign literature dominance in English textbooks offered to Government school children. And excessive foreign literature placed as a language learning notion is not working as per anticipation. Spolsky and Moon 'After 1945 USA come out as a super power and the risen longing for EFL concern among non-natives' (38) is still a continuous and conscious learning phenomenon. As we know the Foreign literature obviously represents foreign Culture. And Horváth cites Levi Strauss "Language is a product, part and a condition for Culture" (4). Thus whatever the focus we yearn from target language includes some more elements. In 1935 Macaulay introduced English in India and from the period itself endeavour to improve academic side of schooling has been a continuous effort. Research reveals that after 60 years of Independence the country has a stagnated majority due to many reasons. And one of the reasons is their educational backwardness caused by failures in learning English language. Parents are unable to convince their children to continue their education, as difficulties faced in passing high school or intermediate increase their fear towards study and constant failures makes them demotivate, dispassionate, and worrying. As unsuitable textbooks, teaching methodology, background hesitancy is identically the major backdrop of their academic failure.

English medium adapted by various States are facing troubles by literature oriented texts dominated by foreign culture. On the other hand we supply frequently heavy contents as if high schooling is the highest learning stage. However it doesn't mean we disagree with foreign literature during schooling but at least materials should be according to age & growth. The rational tendency is if the easy sources are available in Indian context why we don't prevent oldest foreign thinking. The reflection which has been underestimated our literary sources and our ability. Similarly regional sources at school level are well enough to build their target language base. Furthermore Lottgen states 'if learner plans to work with foreign condition then the argument to acclimate their culture is strong, conversely if they learn target language with expectation for their culture members, then this approach may not be encouraged'(68). According to ELT perspective contents should be offered for skills improvement, whichever the source will take place for target language learning. The optimal choice is actual members (learners) culture, as oneself experiences it personally or closely. Nevertheless, Loomba

questions, "Do cultural differences imply that the teaching of any foreign language can't break from the reverence for an alien culture"? (32) No, he justifies, that the teaching of Kanthapura may not be understand well by other States, because of southern and northern cultural variation. This is a noted difference within Indian context, and when foreign literature context is being studied in Govt schools with high literature contents then only a worst condition can be predicted. Although Cowen 'the children use the tactics in these conditions while memorizing the plots of Shakespeare's dramas during the months preceding the annual exams (885), this type of learning is identical with robot software, which works on commands. While approving foreign literature contents, question may rise in these circumstances which foreignness will be selected for Indian context. Because in the presence of various native varieties of English like American, British, Australian, there will be no specific native culture for non-native ELT classrooms. Since the last few decades, it has marked noticeable difficulties by constant teaching observations with old foreign contents. According to David Crystal language is changing with the time span, he exemplifies how science & technology has revolutionised the time that has been effected language. Byram considers 'cultural mismatching is only one of the factors in communicative encounters and misunderstanding'(8). Ebong quotes Post & Rathet, Japanese & Italian Classrooms using activities which incorporate student native culture as content (26). Two opposite views presented by Arabski & Wojtaszek on English Linguistic Franca (ELF) indicates different reactions, first one stresses the culture as impoverished even destructed by global language, second favourable one highlights the cultural enrichment through universal language incorporating diverse cultures and also making them available to each other (9). Likewise, various researchers & experts have been arguing which context & content will be fit for foreign language learning in non-native situation. Most findings in response are emphasising on zero negotiation with learners culture and efforts to keep alive learner's culture in foreign language teaching at schooling stages. One more dimension in this connection which has not been researched widely or researched less is 'Learners Culture, Contents for non-natives, English Language learning and suitable age'. This aspect should be the attention of young researchers examining 'the age limit for which learner's culture suits well, help much & the age limit which doesn't complement with this type of practice (selecting learners culture for target language)!

3. Non-native EFL Context with reference to J&K State Government schools

Usually in J&K State children acquire two languages (mother tongue & a mixture of Hindi & Urdu) at early age (3-15 years). English instructional medium (a compulsory language in the State) is offered from primary level and it seems hard for English teachers to maintain the educational standard as per the necessities. May be the scarcity of subject specific teachers is an added factor but as a whole (academic & target language learning) failure at large are continuously under criticism. On the one hand Jammu & Kashmir Board of school education with the approval of NCERT has been experimenting different English texts chiefly for Govt Schools are relentlessly more literature based, like 'Interaction English' & 'Tulip Series'. But so far very less appreciation is received by teachers, educated parents, in terms of materials & outcome. This confirms teacher's part of motivation which has a direct affect on teaching. Likewise the classrooms with dull environment including textbooks with an improper integrity in tasks, lessons, tasks covering lone reading & writing skills & inadequate tasks for communicative ability development. Moreover teachers care to complete syllabus rather than teaching for knowledge and Language teaching improvement. They focus to finish syllabus because they want to provide children an ample time for rote-learning. This kind of teaching

system is an honour saving standpoint. That makes teacher or administrators feel that he/she (Teacher) has done his part. However Rote learning system (which they sometimes compare with cultural action for learning) can never be compared with culture of 'Quran memorization'. The children in Islamic culture are expected to memorise verses not to master all the verses neither by own language nor by other. This dimension is a reply to those who advocate "use of rote-learning is somewhere a part of culture which they relate with the learning of English language. But this mug-up process without understanding the content meaning is no way helpful for those children. Well there is big difference in teaching approach that is why maximum English teachers rely on translation or other conventional method. Such a follow-up is an acute challenge compared to the modern ELT methods being proven successful since last two decades. The said translation Method (TM) used in Government schools ignoring oral & aural skills practice is a marked trouble as it wastes time in translation. TM makes children to think in L1 and to translate in L2 that varies grammatically. Additionally, such methods affect the fluency, pronunciation, including psychological aspects like shyness, English speaking fear before others. This follow-up influences 'practical growth of L2/L3 acquisition and is a loss of cultural identity as well' (Naiman 19).

3.1 Enculturation & EFL
        If a child has been named 'tabula rasa' by Socrates, it is acceptable according to learning panorama. A Being is a flexible creature and can be molded in a desired direction, therefore for target language learning it is better to proceed heretofore because late beginning will cause a threat of incompleteness, as human nervous system growth is dependent upon the regular work. The greater the work, exercise related to the need based activities, more the potential is gained through feeling possessed environmental activities. To learn an instructional language is knowledge linking tool for other subjects as it is a link language to other academic subject's knowledge. But the moment instructional language learning effort gets slow down & the growth of knowledge automatically gets weak. One important dimension of other language learning need is that it should take a possible and constant firsthand interactive deal through English inside and outside classrooms. In case if other selected cultural context mismatches with the maturity level, cognitive growth and with the personal experience of the learner, the misguidance encounter is a definite end. One of the best remedy in such a situation is to focus on enculturation through the target language. Automatically enculturation is a by-product of direct experience observed by social groups. Thus if learners cultural contents within this rationale will be dealt through target language, then an accomplished twofold outcome is expected.

        Enculturation a natural process through which the requirements like values, morals, other traditional and ritual traits are learned and assimilated for practice by those who surround within its limits. It is considered a learning of first culture. We share our culture & we learn to become the members of our speech communities through understanding, reading, speaking, and writing (Gonzalez 245). Mahanand observes 'Indian English textbooks are full of foreign authors & Indian writers are neglected besides children like Indian writings'(161). E. Richard quotes Lantolf 'From a socio-cultural aspect the route of enculturation complement highly for English language acquisition (403). Lamy and Zourou cites Ochs & Schieffelin and Schieffelin & Ochs (13) language learning and enculturation is conceptualized as inextricably intertwined activity'.

A study by 'Mir & Sultana' revealed suitable effective & impressive contents for primary to High school children. The study analysed the contents selected from 6th to 8th Standard J&K Government Schools offered English textbooks for pre test & creative post test texts. During investigation it is point out that effective gains were attained by silent majority reflecting real life mostly cultural events during tests. The children have answered exceptionally well with their own cultural knowledge associated contents through the target language. It is highlighted that foreign literature contents are extremely less advantageous for foreign language learning; even such contents don't strengths academic side during early age. While examining the EFL knowledge & influence of contents on learners, a worrying result identified is that children with more foreign cultural contents don't perform as per expectation or talent & competence among them. For optimum results it is recommended, textbooks to be replaced by L1 culture including situational or universal contents particularly till 8th standard Government schools children.

Content Analysis Source: (Mir & Sultana, 2014)
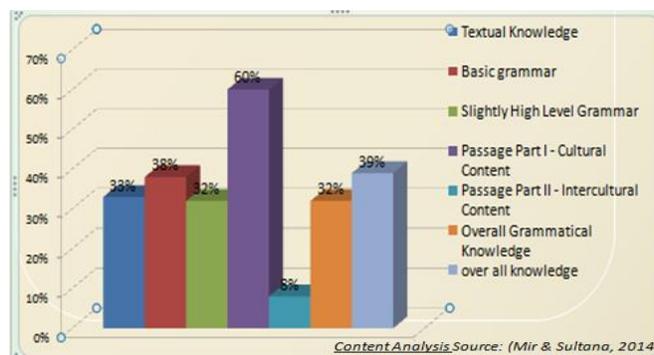
The overall results revealed the different knowledge proportions like textual part, intercultural part, grammatical knowledge and Learners cultural knowledge are conducive for learning and knowledge. Likewise various examinations favour enculturation fundamentals.

3.2 Acculturation

Acculturation is considered to be a learning of second culture. The term Acculturation implies (Kim 50) "the process of becoming adapted to a new or different culture with more or less advanced patterns in terms of cultural transition from the old context to the new context". The notion has been advocated by many people and their arguments are contradictory with logical parameters and opposed to the rational consequence. Gee's extraction cited by Johnson compares own cultural frame and dominant cultural frames. It is stated all languages are implanted in the cultural frames of social groups. By this argument second language itself has been termed as enculturation process. It is denoted that socializing second language students in particular ways makes sense and perceives their experience. Further it is signified that acquiring a second language means the likelihood of acquiring new cultural frames of reference (133). It seems L2 students may conflict with their own cultural frames of reference and cultural identity. But Gee has directly addressed teachers of English emphasizing Standard English discourse through acculturation (enculturation for him). This direction has been treated as specific ways of using language, creating meaning and making sense of experiences at the expense of students' own cultural identities.

This particular declaration has neglected rational part of actions taken by social groups in different surroundings. The enthusiasm and emotional flow of the arguments has not taken care about few unignorable aspects. Own cultural frames and dominant cultural frames directs an incompatible educational progress and culture doesn't cover culture only it includes everything language, literature, rites, rituals, conventions, etc. Finally it is an indication of language death at

the cost of new language learning that is not an aim to learn a foreign language. Language in India is used as a learning tool for communication rather than a replacing alternative for culture. It doesn't mean the other culture integrating foreign literature is denied on all levels of learning. No, the demand is to offer the easiest content for fresh English learners just for holding a language grip for alternatively academic subject's knowledge that they can decide their interestive subject for future. As a result for the English language basics LSRW mainly speaking and writing command heavy contents don't meet the needs and ultimately Government school learners are getting barred.

Learning other Language is a bidirectional process. A student brought up speaking Kashmiri as a first language Urdu doesn't feel any big difference while learning, if L2 is closely associated with his own cultural heritage. As both languages don't have any serious difference linguistically and culturally. In case if the second language is culturally different then it is tough to balance them for each other in learning setting. Because Learners own culture and second culturally different language don't work together. Hence the Arechiga refers 'foreign language learning effect on motivation is inevitable (41) because of its unmatched attribute. Brown cited by Garcia 'the learning of second language is equal to learn second culture (18). The language teaching can be very effective if it is taught with culture free context as it is experimented in Hong Kong (Tam & Weiss 19), while not neglecting other facet it must be mandatory to explore all the angles of target language and literature (English) but preferably after high schooling.

4. Latest approach as a remedy

A new advanced approach is commenced through Culture Specific Approach (SPA) especially for primary to middle school age learners. This approach is formed in the context of ever struggling Government School children in EFL classrooms in Jammu & Kashmir State. All the diligence is for foreign language teaching and learning with enculturation initiative that benefits to learn target language and keeps alive L1 culture. By practicing in this way English language will be target & learner's culture will be source link for target learning. Ultimately it will benefit both sides, one in the enrichment of learner's culture and second for foreign language learning. This approach is emphasizing on real life reflecting materials through target language methodological practice. For best English language teaching results, teachers must employ said enterprise with required dimensions for Government school EFL classrooms during primary to high schooling.

A tri-dimensional approach should be followed as:-
      1. Learners culture
      2. Universal Contents
      3. Games and techniques

1. Learner's Culture will encompass kashmiri folk tales like, the tale of a
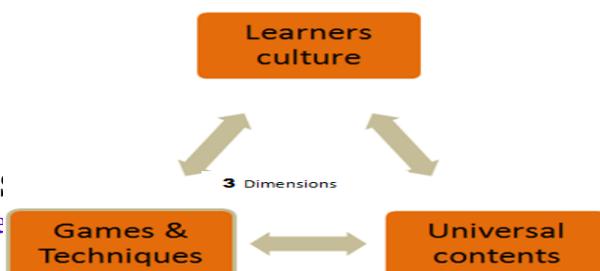
princess, All for Pansa, Gulala Shah, The Robbers Robbeed, and EFL student's interest will be perpetuated (see also , Knowles), similarly short stories for instance, The Sunless Tomorrow, Sunshine, The Void, A New Triangle, etc adds learning alacrity (see, Matoo). Moreover the Kashmiri proverbs, sayings and riddles mixture of different tasks outgrow aptly. For instance the task based exercises and discussions on cultural proverbs as given below.

Brari hindi gyav khenak chhum nah lagan tyut, yut brari hindi lut gilah wanah

I am not so angry at the cat eating the ghee, as I am at her shaking tail.

Garah wandhai garah sasa gareha nerahah na zah.

0 home I offer you a thousand houses and I will never go out from you. (No place like home).

Asmunah pyav tah Zaminih logus dab

'He fell from heaven to earth and is wounded or high towers fall to the ground with greater Crush (Knowles) '. Identically the riddles use is an attention catching task for quiz, once employed in the classroom the learners start to perceive the linguistic and conceptual feelings all the time which ultimately makes them understand a sentence making, speaking pattern and vocabulary.

Dmah rust kus asih? Thamah rust kus asih?

What is that without a covering? What is that without a pillar (support)? Answer is the river and the dry *(Darya tah asman)*. ("Knowles" 26) reflects

Pewan chu Moha   zan
Saman chu Koha   zan
Tslan   chu Tsura   zan

it falls like a mosquito, it accumulates like a hill and it flee away like a thief. Answer is 'Snow'.

2.   Universal Contents

The universal contents as per age will be chosen for textbook materials with maximum emphasis on communicative instructional method. Contents level must be approved till 8th standard with attention on local experience such as Tourism, Agriculture, Seasons, Festivals & Celebrations, daily life schedules like phoning, shopping, travelling, etc.

3.   Games and Techniques

A different language learning exposure is provided for metacognitive skills through classroom games. Different skills are being practised with the help of different image cards. After cards circulation pupils will be asked which activity is portrayed in image cards and accordingly incomplete sentence regarding image will be filled. Students will be asked to concentrate on the image and select the missing word from given words to complete the sentence. See (figure 3.1)

A snow plough -----the road after------ Snowfall in-------------.

Clears	Heavy	Bihar
Opens	Big	Delhi
Removes	large	Srinagar

Fig 3.1

Image Source: The state trading corporation of India (Site)

Thus, each student will report to the teacher 'what image is all about' including missing words in the sentence related to that image. All cards will be changed among students and he/she who will find maximum correct sentences

and image reactions will be declared a winner.

Image Cards should comprise the cultural contents like marriage actions, folk songs, clothing, farming, selling, cooking, etc (see, Hadfield). Additionally the English on environment Songs, Tongue twisters and particularly 'Repeat after me songs' are also helpful in the early age scenerio. The 'green Grass grows all around' like the songs are also very helpful for vocabulary and communicative improvement.

The Green Grass Grows All Around

There was a tree (Repeat)
Tree was on the ground (Repeat)
 [And the green grass grows all around (Repeat)
There was a branch, branch was on the tree, tree was the ground
And the green grass grows all around](Repeat whole]
There was a twig, twig was on the branch, branch was on the tree, tree was on the ground
And the green grass grows all around (Repeat whole)
There was a nest, nest was on the twig, twig was on the branch, branch was on the tree, tree was on the ground
And the green grass grows all around whole (Repeat whole)
There was a egg, egg was in the nest, nest was on the twig, twig was on the branch, branch was on the tree, tree was on the ground
And the green grass grows all around (Repeat whole)
There was a chick, chick was on the nest, nest was on the twig, twig was on the branch, branch was on the tree, tree was on the ground
And the green grass grows all around (Repeat whole)
(A Repeat after me song) Source: www.kids.songs.com

A teacher needs to read or sing every line that shall be repeated by pupils including the each added line. The beauty of these songs finally increases the communicative potential and interestedness among non-native students in the unsupportive EFL environments. These songs follow a kind of direct control, influence on thinking process, How a sentences makes a sense, how sentences structure works, & how to say something simply. A natural learning magnetism is formed by these practices that keeps learners enjoy the entire session.

Conclusion

Culture and language are separate dimensions, if learners own culture will dominate the other culture for the sake of target language learning and academic outcome. There is no issue, comparatively with L2 or L3 foreign literature (cultural) dominance that increases anxiety and uninterestingness. As it is an environment invisible, mismatching with the daily practices of early age learners, almost an unforeseen transition. Thereupon the target language learners can get most favourable help from activities related to their own culture. Additionally the global activities are also admirable, that join all the learners at daily based experiences and activities, as mentioned above.

In the long run it is analyzed that any language taught in schools basically carries a culture of its people who spoke it as a first language. Thus learning foreign language literature doesn't occupy Language teaching space in Indian schools, but it occupies solely a space of foreign culture through literature. The same literature is portrayed as subject for English language learning which in other words, is actually inopportune at Kashmiri Government school level. Notably, when nobody wants to replace his/her own culture, but consciously, subconsciously it happens when we feed the foreign culture to our children from birth. Nevertheless the main issue dealt through this research is to confirm and recommend that learner's culture through his possessed cultural treasure that benefits the English language learning. Thus language learning transition emerges from literature compacting learner's culture and ultimately reforms an overcoming strategy. Holistically, this transformation considering culture specific contents produce desired and language learning results for academic distinction till schooling.

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8. Innovative methods in Effective Communication: A Study on English Language Teaching at Technical Education

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The essence of education is to provide the knowledge of wisdom. It is right education to make a man perfect in all round development of the personality. It is widely accepted that the positive attitude in the behavior of citizens raise intellectual for national sustainable development. Education emphasizes values, attitudes, versatile skills and lifelong skills. These goals of citizen are attainable through effective interaction in the classroom. The process of teaching learning method between the teacher and the learner enhance healthy interaction. The primary function of a teacher is to import instructions, knowledge, skills, attitudes, interests and aptitudes. It is possible only through the teacher entailing planned programmes and perfect directions. It induces learning through conscious efforts of a teacher towards perfect learning. At this juncture a teacher is expected to be professional who utilizes his wealth of experience training skills competencies of right attitudes with the help of innovative methods. The product of teaching is learning. There are many theories of learning proposed by different linguists. A linguist defines learning as a change in behavior. It is not out of context to examine the methods and approaches followed by curriculum designers at secondary school level and intermediate level.

For the last decades together, the teaching of English is purely depended on creating skills by studying prose, poetry, non-detailed text and grammar. The study of poetry aims at improving creative skills. At the same time prose develops the understanding skills. While non-detailed text improves the skill of independent reading and understanding. The problem rises at the application of grammar at these two levels. Most of the teachers follow the task based teaching in explain grammar. For example, at Intermediate level a grammatical component like Tenses is allocated 5 marks. The teachers concentrate on how to get full marks in tenses rather than making the students perfect understanding of the tenses. Contrary to this they explain 8 tenses only out of 12. The learner looses the knowledge of 4 tenses life-long. Even the learner also expects full marks rather than learning theory perfectly. So, the teacher and the learner should have a broad outlook in effective learning. The world has become a small village. The best we communicate the best we complete the work smoothly. Now-a-days English language speaking and learning became a challenging one. Particularly, to the students of Post-Intermediate stage has to face critical challenges. Though they are technically perfect in their subject concerned with their technical education, their knowledge of language like English is opposed to it. That makes the learner inferior and fails to express his ideas. That is the reason why, the training in soft skills and communication skills emerged as the challenging theories in the globally competitive world.

The concept of effective teaching and learning enhances the innovative teaching methods like transferring the information, receiving the information, the cognitive strategies and developmental attitude methods should be raised to the skills to meet the global needs of the

learner. Dr. Mkpa N.D (2009) evaluates teaching methods and strategies to facilitate classroom interaction.

Teaching Methods

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. Teaching method is therefore a way of doing teaching business, the procedure, orderliness, in planning and execution of teaching proper with an appropriate integration of instructional materials to achieve the objectives at the classroom level. Some of the teaching methods available for effective teaching and learning include:

1. **Lecture Method:** The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. It isn't surprising, either. The lecture method is convenient and usually makes the most sense, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan.
2. **Activity Method:** Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains. Pine G (1989) mentions that in an activity based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs.
3. **Project Method:** The project method is a medium of instruction which was introduced during the 18th century into the schools of architecture and engineering in Europe when graduating students had to apply the skills and knowledge they had learned in the course of their studies to problems they had to solve as practicing of their trade, for example, designing a monument, building a steam engine.
4. **Discussion Method:** One of the most challenging teaching methods, leading discussions can also be one of the most rewarding. Using discussions as a primary teaching method allows you to stimulate critical thinking. As you establish a rapport with your students, you can demonstrate that you appreciate their contributions at the same time that you challenge them to think more deeply and to articulate their ideas more clearly. Frequent questions, whether asked by you or by the students, provide a means of measuring learning and exploring in-depth the key concepts of the course.
5. **Discovery Method:** This method is similar to the structured problem solving method except that student teams are asked to find the information they need to solve the problem on their own without the benefit of a mini-lecture. The instructor can structure a multi-layer discovery task. This way groups to ensure that groups that work faster than other groups can delve more deeply into the problem.

6. **Demonstration Method:** Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments. In teaching through demonstration, students are set up to potentially conceptualize class material more effectively as shown in a study which specifically focuses on chemistry demonstrations presented by teachers.It often occurs when students have a hard time connecting theories to actual practice or when students are unable to understand application of theories.

7. **Role playing Method:** Role play method is a learning method that depends on role playing. Learners take on the role profiles of specific characters or organizations in a contrived setting. It is designed primarily to build first person experience in a safe and supportive environment. It is also widely acknowledged as a powerful teaching technique in face-to-face teaching with some added benefits.

8. **Experimentation Method:** The experimental method involves manipulating one variable to determine if changes in one variable cause changes in another variable. This method relies on controlled methods, random assignment and the manipulation of variables to test a hypothesis.

9. **Individual Method:** Individualized instruction is a method of instruction in which content, instructional technology and pace of learning are based upon the abilities and interests of each individual learner. Individualized instruction does not require a one-to-one student/teacher ratio.

10. **Peer Teaching Method:** Peer instruction is an evidence-based, interactive teaching method developed by Harvard Professor Eric Mazur in the early 1990s. Originally used to improve learning in introductory undergraduate physics classes at Harvard University, peer instruction is used in various disciplines and institutions around the globe. It is a student-centered approach that involves flipping the traditional classroom by moving information transfer out and moving information assimilation, or application of learning, into the classroom. Research demonstrates the effectiveness of peer instruction over more traditional teaching methods, such as pure lecture.

Teaching Techniques

This is an entire body of procedures and methods of science, art, skill and craft in the procedures and methods used in achieving the goals of instruction at the technical education and out of the technical education to bring about change in behavior in the desired direction. Gage (2006) describes teaching techniques as a set of unique activities that a teacher adds and utilizes to implement a particular method for effectiveness. This implies that a lecture method may employ one or a combination of up to five techniques to make innovation. Brown (1972) recommends a combination of four of teaching techniques or method to make an innovative lecture teaching method. The teacher may choose the classical techniques, the thesis technique, the problem centered technique or the sequential technique.

Conclusion

This paper serves effective use of teaching methods in improving teaching and learning. It attempts to high-light basic concepts associated with teaching methods such as teaching, learning, teaching methods and techniques.

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9. Language – A Vehicle of Thought & Action

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Introduction

Language is considered the heart of human world. It is human creation. In order to survive in this world language is one of the tools used by humans. It is human creation. Words are created to mean particular things. The concept of the world is created by thinking and naming things. Words form the crux in effective communication. Without language the whole world goes dumb. Language is the primary way in which adults pass ways of thinking and conversing on to their children. Language is one of the most powerful tools of human communication. Christine Leong describes the power of language. She says that "it gives us identity, personality, social status, and it also creates communities, defining both insiders and outsiders. Language has the ability to heal or to harm, to praise or belittle, to promote peace or even glorify hate." Words can emotionally move and affect us. Thus it can be viewed as a tool, a tool that is used for accomplishing particular ends. To use language is to perform action, and it is a meaningful action, with consequences for the speaker, the hearer, and the conversation of which it is a part. This is a very different view of language. To understand meaning there must be a speaker, and context is critical. What a speaker means with an utterance can only be derived with some reference to a context. It is this action dimension of language what Searle and Austin called 'Speech Acts'.

History and Orientation

Speech act theory is built on the foundation laid by Wittgenstein and Austin. John Searle is most often associated with the theory. Ludwig Wittgenstein began a line of thought called 'ordinary language philosophy'. He felt, that the meaning of language depends on its actual use. Language, as used in ordinary life, is a language game because it consists of rules. In other words, people follow rules to do things with the language. Philosophers who give serious thought to language have been traditionally concerned with truth and falsehood of utterance. The theme behind Austin's philosophy is that a statement not only describes a situation or states some facts, but also performs a certain kind of action by itself. Austin distinguishes between three kinds of speech acts namely, locutionary, illocutionary and perlocutionary. Locutionary act is saying something by uttering a meaningful sentence. Illocutionary act is an act that one performs in performing a locutionary act. There are two basic and mutually exclusive types of illocutionary acts. They are constative and performative. Constative is an utterance of a sentence that makes a statement (true or false), i.e., that claims to record or impart straightforward information about the facts. Performative is an utterance that is not a constative and therefore does not make a true or false statement and is , or is a part of, the doing of an action, which would not normally be described as, or as 'just', saying something. In Speech act theory, a speaker's intention in delivering an utterance is called illocutionary act. An illocutionary act refers to the type of function a speaker intends to accomplish in the course of producing an utterance. It is an act accomplished in speaking and defined within a system of social conventions. Thus if John says to Mary pass me the glasses, please, he performs the illocutionary act of requesting or ordering Mary to hand the glasses over to him. The functions or actions just mentioned are also referred to as the illocutionary force of a speech act. The illocutionary force of a speech act is the effect a

speech act is intended to have by a speaker. Generally a locutionary act becomes a perlocutionary act only if "the circumstances in which the words are uttered should be in some way or ways, appropriate", and the words must be spoken seriously and so as to be taken seriously. The sociologist Erving Goffman introduced the concept of "face" into social theory with his (1955) article "On Face-work: An Analysis of Ritual Elements of Social Interaction" and book Interaction Ritual: Essays on Face-to-Face Behaviour(1967). According to Goffman, face is a mask that changes depending on the audience and the variety of social interaction. People strive to maintain the face they have created in social situations. They are emotionally attached to their faces. So they feel good when their faces are maintained; loss of face results in emotional pain, so in social interactions people co-operate by using politeness strategies to maintain each other's faces.Face" is sociologically universal. People "are human", Joseph Agassi and I.C.Jarvie (1969:140) believe, "because they have face to care for-without it they lose human dignity". Ho elaborates: The point is that face is distinctively human. Anyone who does not wish to declare his social bankruptcy must show a regard for face: he must claim for himself, and must extend to others, some degree of compliance, respect and deference in order to maintain a minimum level of effective social functioning. While it is true that the conceptualization of what constitutes face and the rules governing face behavior vary considerably across cultures, the concern for face is invariant. Defined at a high level of generality, the concept of face is a universal (1976:881-2).

Grice's Theory of Conversation

Grice's theory of Conversation contains three parts which are inter-related. They are the co-operative principle, the Maxims of conversation and the notion and the types of implicature. Talking about the co-operative principle Grice proposes 4 maxims of conversation. They are the maxim of quantity, quality, relation and manner.The maxim of quantity insists upon being as informative as is required for the current purposes of the exchange and not to make more informative than is required. The maxim of quality insists upon truthful contribution i.e., to state what one believes to be true and not something which one does not believe in as truth and not to say anything that lacks adequate evidence.The maxim of relation insists on being relevant.The maxim of manner insists to be perspicuous, avoid obscurity of expression & ambiguity and to be brief and orderly.

Face and Politeness Theory

Brown and Levinson developed the theory of 'Politeness' in 1978. Their model is founded on the notions of "face" offered by Goffman and 'conversational logic' proposed by Grice. It is based on the concept that people have a social self-image that they consciously project and try to protect. This sense of self-image is referred to as 'face'. Under 'politeness theory, there is a positive and a negative face. The desire to have one's self image approved of by others is craving for positive face. Negative face is a part of personality that desires not to be imposed upon, i.e., to have his or her actions and thoughts unimpeded by others. The face-saving view of politeness places emphasis on the wants of the participants involved in a given interaction rather than on the interaction itself or the norms operating in society. Face is "something that is emotionally invested, and can be lost, maintained or enhanced and must be constantly attended to in interaction"(Brown & Levinson, 1978,p66). Brown and Levinson constructed their theory of politeness on the premise that many speech acts are intrinsically threatening to face. Taking two basic parameters Brown and Levinson defined face-threatening

acts (FTAs) as (1) whose face is being threatened (the speaker's or the addressee's) and 92) which type of face is being threatened (positive or negative face). Acts that threaten an addressee's positive face include those acts in which a speaker demonstrates that he/she does not approve of or support the addressee's positive face or self image (eg: complaints, criticisms, accusations etc.,) Acts that threaten an addressee's negative face include instances in which the addressee is pressured to accept or to reject a future act of the speaker (eg., offers, promises), or when the addressee has reason to believe that his/her goods are being coveted by the speaker. Apologies, acceptance of compliment, self-humiliations and confessions are some of the examples of FTAs to the speaker's positive face. Some of the FTAs that are threatening to the speaker's negative face include expressing gratitude, accepting a thank-you, an apology or an offer, and making promises. With the excerpt from 'Father's Help' by R.K.Narayan, the intentional usage of language as action and thought is shown.

Analysis of R K Narayan's *Father's Help*

In this excerpt different speakers are found in the roles of mother, father, son, school teacher, peon etc. One sees both formal and informal situations in the story. In the formal situation- the school, teacher, Swaminathan, his classmates and the peon are seen. Though they know one another, the way of addressing is formal. The mother, the father and the son are very informal and they have a common shared knowledge. When we observe the conversation where Swami says "I have a head ache", it is an illocutionary act falling under the category of constative, where we the readers understand that to be a false statement. Here Swami's intention is to bunk the school. But as the conversation proceeds, we see that his intentional act of uttering a constative becomes void since his parents share common back ground knowledge about Swami's lack of interest in going to school and Swami's inability to convince and manage his father. The conversation takes an unexpected turn with Swami's locutionary act 'I can't go late to the class' stating the reason that his teacher would beat him. Applying Grice's theory of co-operative principle, if Swami had stopped with line 11(in the conversation), it would have been fine as the maxim of quantity insists upon being as informative as is required. But Swami violates the maxim of quality in lines 19 & 21 and this infact makes his father so furious that he reacts by writing a letter of complaint to the Head Master against Samuel, the class teacher of Swami. Swami's woes start with this and since then i.e., from lines 32 to 71 Swami's utterances are all locutionary acts insinuating his teacher for a perfomative act of beating him with a cane. Thus he can save his face in front of the Head Master after giving him the letter of complaint from his father against his teacher. As rightly said by Brown and Levinson Swami applies negative face strategies from lines 47 to 71 to get the desired end. Thus in a formal situation i.e., in a class room Swami uses Negative face which is a part of personality, that desires not to be imposed upon, i.e., to have his or her actions and thoughts unimpeded by others. Here the teacher Samuel needs to assert his suzerainty over Swami and is compelled to use negative face and has to cane his as Swami intends his teacher with an illocutionary force.

We understand that Language is not an abstract entity. It is primarily an act of usage by living beings in the society. It is a vehicle that carries our thought, expression, behaviour, culture etc. In other words, to use language is to perform an action. We intend to do something with our words and strive towards the goal and work for the desired effect. This is what in fact Swami does in the class. His thoughts are converted into action by the use of language. His deeds are reflections of his thoughts. The vehicle that transformed Swami's thoughts into actions is the

language that he used to play truancy, to say something ill against his teacher and to behave rudely in the class. It is these word which insinuated his teacher to lose his temper and which made him cane Swami. Thus language plays a key role in converting one's thoughts into actions.

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10. Social Change and Social Action as reflected in English and in Telugu

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   Language and society are so closely intertwined with each other that it is not possible to imagine one without the other. In fact, language is one of the defining characteristics of human society. Whatever a human being does or thinks is expressed in language. The whole of human culture, rules of society find expression in language. In the course of time language undergoes change just as society undergoes change. At each stage language reflects the changes in the society. But language does not merely reflect the changes in the society but in certain circumstances it also causes social action. Recent research in Sociolinguistics shows how social action is caused by language. Language can also reflect social change and social action when they happen. With the changes in the society, its structure and the way of life, language too changes and reflects these changes. In this paper these two functions of language are highlighted. After the collapse of colonialism and eclipse of feudalism, the process of democratization of various societies around the world has started taking place. Democratization is the process of making everyone equal in the eyes of law and society, thereby ensuring equal opportunities and equal stature to everyone. This social change is accompanied by corresponding language change. In this way language reflects social change. But language can also indicate social action. Social action causes social change and this in turn inspires further social action. This is how a society progresses on the path of modernization. The sweeping winds of modernization will not spare any language. The social values, beliefs and practices, if not updated constantly, will be outdated quickly. The impetus for the social change sometimes comes from within, but sometimes it may be a result of contact with other languages and cultures and exposure to newer ideas and progressive thinking. These influences naturally reflect not only in the structure of language, but also in how the native speakers use the language. Literature, being the aesthetic use of language, is no exemption to this rule. On the other hand, however, if these external influences submerge the nativity and uniqueness of a culture or a language, the consequences could be catastrophic. Striking an ingenious balance between the modernity and the nativity is what takes a culture or a language ahead without losing its moorings. In the history of mankind, there are several examples for both these types. English came under the influence of French during its formative years, that is, the 11th century. Not only the language and the culture, but even the lifestyle was heavily influenced by the French speakers who ruled England. English was literally submerged under the influence of the French culture and language, which is why there are thousands of French words in English. But English swung back with renewed vigor and redoubled energy and went on to become the most sought after language today. While English received all that it could take from the French language, it retained its essential Englishness. On the other hand, many tribal languages, which came under the influence of other culturally dominant languages could not sustain themselves and finally became extinct.

   The 20th century saw many countries transforming from monarchy and slavery to democracy. The winds of democratization blew very strong across the world, which elevated the living standards of people and invigorated their thinking. Inevitably, all of this results in social change, which reflects in language, speech patterns, and the genres of literature. There are several spheres in which languages came under each other's influence, traditional cultures incorporated

newer cultural themes and authoritarian political systems got more and more mellowed down under the influence of the strong current of democratization blowing across the world. For instance, in the Western Apache language, the parts of a motor car are all indicated by names of body parts: the windshield by *face*,the bonnet by *nose*, and the headlights by *eyes*, and so on. Similarly, the new western cultural concept of 'live-in-relationship' is indicated in Telugu by *sahaji:vanam*, which originally did not have this cultural import. A number of Asian and African traditional monarchies incorporated the concepts of democracy, elections and parliament by either borrowing them directly or building equivalent loan translations for them. Telugu, for instance, got transformed in several ways under the influence of English and English literature. In this paper an attempt is made to exemplify these phenomena with some examples from English and Telugu. Figuratively speaking, language is the mirror of the society in which it is spoken. Naturally the changing attitudes, aspirations and beliefs are reflected in the language, where it is possible. The changes so reflected in the language can be viewed from two angles, namely literature and language. An attempt is made in the following paragraphs to show examples both from literature and language.

1. To take an example from literature, both in English and in Telugu, poetry is no longer written in the literary variety, nor is it written in the metred form. The free verse in English and the Vachana Kavitha in Telugu are the order of the day. Though metre in English, Chandas in Telugu have not fallen into disrepute, it is seen as a sign of modernity not to follow them. This is not to say that there are no features like rhyme or rhythm in modern poetry. But the traditionally prescribed metered forms are not what most young and budding poets see as their cup of tea. In other words, poets no longer feel compelled to write in iambic pentameters or see that the morae in each line match each other. Similarly, there is no compulsion for Telugu poets to write in a:Ta veladi, kandam, utpalama:la and so on. As a matter of fact, writing poetry in metred form or in literary variety is seen as a sign of feudalism by some poets. For them, unmetred poetry represents democratization of poetry and freedom from feudalism. An example for free verse in English:
   > *"All truths wait in all things,*
   > *They neither hasten their own delivery nor resist it,*
   > *They do not need the obstetric forceps of the surgeon."* – Walt Whitman's *Leaves of Grass*

   An example for free verse (Vachana kavita) is Avineni Bhaskar's *a:ku* (a Telugu translation of Vairamuttu's Tamil poem)

   This is an indirect result of democratization all over the world. Even genres like travelogues, essays are a result of modernization, which itself is due to the influence of English. Concepts like surrealism, platonic love entered the Telugu literature as a result of the winds of modernization.

2. The themes have become so much revolutionized that poetry is composed, novels and stories are written virtually on any topic and on any theme today. As the great poet Sri Sri said many decades ago, there is nothing inappropriate for poetry. Today the lives of the oppressed people and the poorest of the poor have come to occupy the centre stage in literature. The hero (sometimes called protagonist) is not some elevated person but a common man. The common

man's dreams, difficulties, prejudices are all the subject matter and the theme. This is truly indicative and reflective of the process of democratization. The pangs of hunger merit a poem these days as against romanticization of the love between a boy and a girl. Compared to the previous ages, poets these days are sensitive to the problems and the sufferings of the common people. The hero need not be of a high profile but could be a beggar woman. Democratization has certainly transformed the poetic scenario completely.

3. There have been several changes in the structure of language and vocabulary too, which indicate the social changes and changes of perception. Some of them are discussed below.

a) In English, the noun 'man' is no longer used to indicate the mankind. Instead the word 'humans' is more and more frequently being used to avoid any suggestion of gender prejudice or preference for males. Similarly a number of writers these days prefer the word 'human kind' instead of mankind, though this has not yet become very popular.

b) Even in professions that are traditionally dominated by men, these days women can be seen. For example, fireman has become firefighter, salesman has become sales clerk. This indicates that the traditional bastions of male domination have finally allowed women to enter them.

c) The feminine gender suffix –'ess' is no longer used to indicate the feminine category, for example, the word 'poet' is preferable to the word 'poetess' to indicate a woman poet. Similarly, the words 'waiter', and 'actor' have come to be gender-neutral rather than male terms.

d) In certain other professions, which are traditionally dominated by women, a somewhat opposite change can be noticed. In nursing profession, more and more men can also be seen these days. Though these men are indicated by the word 'male nurse', in the US, the word 'nurse' is less frequently interpreted as implying female. Similarly, the word 'doctor' no longer implies a male person.

e) In the western societies the title 'Ms.' is being preferred which does not indicate the marital status of women. This is motivated by the fact that the corresponding male title 'Mr.' does not indicate the marital status of men. Here, the social change caused the coinage of the title 'Ms.' which is neutral about the marital status of women.

f) In courts the addressing terms such as My lord, your Excellency, which were once used by the lawyers while addressing the judges, have almost lost their significance. The addressing term 'My lord' has become /milad/ in pronunciation, which is a reduced form symbolizing the changed perceptions and equations between the judges and the lawyers.

g) Somewhat in a surprising manner two opposite trends, one symbolizing a more liberal and democratic world view, and the other indicating a growing racial prejudice are also noticed in English. While the words 'negro' and 'nigger', with reference to the black Americans have become a taboo, the opposite trend of referring to people from India, Pakistan and Bangladesh by the offensive term 'paki' is also noticed.

4. In India too several social changes have come to be reflected in language in various ways.

a) In the previous decades, a woman minister used to be called 'mantriNi' to distinguish them from 'mantri', a male minister. As times have changed, so did social perceptions and perspectives of evaluation. Hence, these days, a woman minister is simply called 'mantri garu'.

b) Many parents these days address their daughters by the vocative 'e: ra:', which actually indicates a boy. This indicates a change in perception of the girls by their parents, who no

longer see girls as unwanted burdens. Actually, the term indicates all the implicit affection that parents these days shower on their daughters.

c) In most Indian languages there are two second person pronouns, one indicating the singular and the second one not only plural but also used as a respectful way of addressing elders and strangers. These two are symbolized in Sociolinguistic literature by the French pronouns 'Tu' and 'Vous' respectively. The changed social atmosphere in India and a widely prevalent informal approach has given rise to a situation where both the persons, even if one is slightly older than the other, use 'Tu' reciprocally. This is most strikingly seen among the students. In some organizations, however the reverse trend is seen. The boss gives 'Vous' to his subordinates and gets back 'Vous'. In other words the unequal situation of the boss giving 'Tu' and getting back 'Vous" is probably slowly disappearing in some organizations. In either case it seems that solidarity is gaining prevalence over power.

d) A rather surprising social trend in India these days is caste titles are being added at the end of personal names/ first names. This is in addition to the family name. Some thirty years ago it was not a common practice for women in India to use caste titles at the end of their names. But, of late, many women are adding caste titles at the end of their names. Eg., Anita Chowdary, Sujatha Reddy etc., This is probably indicative of the growing caste consciousness and assertiveness.

e) The Telugu people have a unique feature of the so called 'inTi pe:ru', roughly translated as family name or surname. But this not the correct translation because the English surnames like Smith, Brown etc., are not the specific or exclusive feature of a single family or some related families. There can be thousands of Smiths and thousands of Browns, where as the 'inTi pe:ru' of the Telugu people is a specific property of a particular family. There may not be many people with the same 'inTi pe:ru'. While in North India the surnames like Patel, Mishra or Agarwal are broadly indicative of particular caste, the Telugu 'inTi pe:ru' does not usually indicate a particular caste. The caste titles like Sastry, Sarma, Reddy, Chowdhary should not be confused with this. This 'inTi pe:ru' usually occurs before the personal name and not after that. The present trend, however, is to equate this 'inTi pe:ru' with the Western surname, under the growing influence of the Western society on us. The result is, instead of putting the 'inTi pe:ru' before the personal name, many people are adding their 'inTi pe:ru' at the end of the names. This is clearly indicative of the changed social situation in India.

Languages can also indicate social action through their vocabulary in various ways. Sometimes an offensive word may be eschewed in favour of either a euphemistic word or a more socially inclusive word. The word 'physically handicapped' has given place to 'differently abled' in English, and 'divya:ngulu' in Telugu, indicating the changed perception and the growing recognition of their respectful status in the society. Similarly, terms like 'inclusive growth' indicate the corresponding social and economic action undertaken by the governments. To sum up, the human society and its belief systems are constantly and continuously under transformation. This continuous transformation gets reflected in the languages of those societies and become part of the social parlance and the public discourse, ultimately percolating down to the bottom, thereby bringing about the required and expected social change.

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11. Literary Activities as a Pedagogical Tool in ELT Class Room

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1.   Introduction

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever. In teaching and learning of second language, mastery of grammatical competence was given much thrust. Language learning was viewed as a process of mechanical habit formation. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce them accurately and quickly in the appropriate situation. Moreover, learning language was very much seen as under the control of the teacher. For the past fifty years, language teaching has seen many changes. Among many methodologies in vogue, using literary activities in teaching and learning language in ELT class rooms is found to be more effective in creating right aptitude and attitude in learning second language. Using literary activities in the language classroom is a concept that has its focal point in language learning. The use of literature and literary activities in the ELT classroom is enjoying a revival for a number of reasons. Since language teaching and learning started to focus on the functional use of language, literature became less popular in learning language. However, the role of literature in the ELT classroom has been re-assessed and many now view literary texts or literary activities as providing rich linguistic input, effective stimuli for students to express themselves in the language and a potential source for learner's motivation.

Learning language is not a mechanical process. Though it was imitative at the beginning but it is creative and experimental at every level. It is observed that many students are not able to communicate well in English in spite of many years of exposure to English language in their academic journey from Pre-KG to Post Graduation. The students are not creative in learning and using language at different contexts as they are exposed and habituated only to structural and functional style of using language. Canagrajah (1999: 176) emphasizes that learners should learn "to use English not mechanically and diffidently, but creatively and critically". While developing students' English language skills, literary activities simultaneously appeal to their imagination, develop awareness and encourage critical thinking. Literature can be helpful in the language learning process by ensuring reader's personal involvement in the learning process. While core language teaching materials concentrate on language as a rule-based system and as a socio-semantic system, literature enables learners to achieve control over foreign language going beyond mechanical aspects of the language system.

To make language learning more participative and creative, it is found that literary activities are of great use in ELT classroom. Language activities stimulate imagination of the learners, offer specimens of authentic use of language and provide ample opportunities for varieties of expressions. It ensures students' personal involvement in the learning process. In 1991, John McRae of the University of Nottingham, listed, several reasons for "introducing literature in English Language Teaching" (as summarized by John Corbett of the University of Glasgow.) ------ 'language learning, linguistic confidence, language description and awareness, language practice, memory, active involvement, Class room interaction, creative production, enthusiasm, receptivity, related world knowledge, personal satisfaction, cultural awareness, linguistic or aesthetic curiosity, critical evaluation, grammatical structural, or functional reinforcement information, and constructive enjoyment". They both agreed with the view that to teach English language, teachers should use literature and literary activities. In this context a case study is presented which highlights the importance of literary activities in the ELT class rooms.

Objective of the case study

It was observed by the researcher, who was also the teacher of English, that the students paid attention and showed interest whenever some poetic lines or rhythmic words were used during the course of lectures in the classrooms. They appreciated and memorized those lines with interest. Some of the students were reusing them at times as and when the situations occur. Moreover, it was easy for them to memorize those expressions as there was rhythm in them. Some of the students were imitating and creating more such expressions with enthusiasm. This triggered an idea to assess and evaluate the poetic expression among the students and to inculcate creative usage of language. According to Povey's (1972) observation "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (cited in McKay 1982: 529). The objective of the study is to examine the skills of using language creatively and poetically. This study provides a technique of using literary activities in language teaching to create interest towards the language. It also aims to explore the appropriate literary activities which facilitate language teaching and learning.

Participants

With the idea of assessing aesthetic, poetic, creative faculties of the students in using language, a study was conducted to assess the poetic and creative abilities and expressions among technical students in using English language. A group of sixty technical students belonging to various branches of engineering was selected and were given various literary tasks. Some of the students were from Telugu medium background and so naturally they were not confident of their English. Others were also equally not good at English, though they were from English medium since their childhood. They were given some of the aspects of writing poetically and creatively in English. Also they were exposed to some of the poetic lines of famous writers and encouraged them to read.

Procedure

Some literary activities were designed and the students were asked to ink their thoughts creatively. The important findings of the study were drawn from the analysis of expressions made by the students.
Activity 1(a)

A three line blank verse was given and the students were asked to write the forth line with appropriate thought and language to make it complete. Later students' responses were analyzed and assessed to understand their creative expressions of language.

One can buy a house, but not home; One can buy bed but not sleep; 'One can buy medicine but not health.' Some of the finest expressions by the students are: 'One can buy anything but not everything; One can buy anything but can take nothing; One can perish but his deeds cherish.' The philosophical thought in it gives completeness to the above three lines. The first three lines speak about concrete ideas. For these, an abstract idea was presented as an ending line adding a creative and poetic flavor to those lines. The use of rhythmic words, anything…everything; anything…nothing; perish….cherish, is interesting. The profound thoughts expressed in the last line make the stanza sublime.

One can buy friendship band but not friendship; One can buy greetings but not feelings
One can buy little hearts but not real heart; One can buy gift but not affection;
One can buy a rose but not lover.

These lines also speak about the importance of life, feelings and relationship. While giving a poetic touch to the stanza, the writers make a satirical note on them. The modern commercial way of living and human relationships and futility of our practices have been sarcastically exposed.

One can buy mirror but not beauty; One can buy watch but not time
One can buy art but not talent;

These lines speak of man's inability in nature. They underline the supremacy of nature over humans.

Some other expressions are:
One can buy art but not heart; One can have money but not satisfaction;
One can buy humans but not humanity; One can buy books but not knowledge;
One can buy judge but not justice; One can buy flowers but not fragrance;
One can buy vote but not heart; One can buy pedigree but not degree;
One can buy fame but not character; One can buy relatives but not relations;
One can get wealth but not fame; One can buy a man but not talent;
One can earn money but not peace.

These are some of the finest expressions used by the students along with the other normal expressions. These clearly indicate that the students have creative faculties in using language.

Activity 1 (b)
Another four line free verse was given excluding the forth line and students were asked to complete the forth line appropriately and creatively.

Little drops of water make an ocean; Little grains of sand make a desert;
Little steps of walk make a journey;

Some of the expressions are:
But, little error makes life terrible; Little hope makes wonders in life;
Little smiles build a great relation; Little ship covers a great distance;

All these expressions give completeness to the first three lines. They give the essence of the first three lines with an overall statement of life. The first line speaks about the subtle nature of life; the second states importance of the positive attitude in life; the third speaks of the right attitude and the forth speaks of vastness of creation and the possibilities of life.

Some other expressions are:

Little grains of seed grant us giants; Little thought makes a wonder;
Little lamp of light dispels darkness; Little pinch of salt adds taste to food;
Little bit of anger strain relation; Little beam of light makes world bright;
Little thoughts of mind make miracles; Little bricks make big palace;
Little wounds on stone make a sculpture; Little words of love make a relation;
Little more efforts makes us best; Little hope of heart makes life bright;
Little drops of water make a turbulent river;

In this literary activity, majority of students actively participated and displayed their creative abilities, and made a focused attempt in finding right thoughts and right words. The students' involvement, aesthetic curiosity, language description, and constructive enjoyment were so good and language learning had become an edutainment.

Activity II
In the second activity, students were asked to write a few poetic lines on the given topics. The topics were selected in such a way that they were not poetically dealt with previously. It makes the students think originally and write creatively. As the students are with science and technology background, the related topics were given for their better understanding. The students were asked to select any subject of their choice from the list of the topics
The topics: Piece of Chalk, Technology, Pollution, Computer, Robot, Mother.

Some of the poetic lines written by the students have been given below;

Technology Oh! Technology I beg your apology You work with Zero error We work with many a error	**Piece of Chalk** Ace of class Plays on the board Pace into minds Peps us bright Peace in rest
Piece of Chalk May I be scattered into dust May I be shattered into pieces May I be crucified on the board Let me die in the hands of teacher Let me live in the minds of students	**Pollution** He created the earth; We made it dirt He nurtured nature; We tortured it He blessed us with ecology We cursed with Technology He gifted us environment We made it environMENTAL
He & She	**Mother**

I am like Hardware You came to me like software My heart is like a hard disc You made it a heart disc I work with heart power You gave it horse power I find myself everywhere, But You find no where	She gave me life; She nurtured me full She dressed me well; She taught me all Let my English teacher faults with me Let me write "M" in mother in caps always Because she is my God
Robot Scientists made a sensation Robot was their invention It reflects human passion Sky is the limit for innovation Increase its population It creates new generation It never feels emotion It is truly an inspiration It reaches beyond our imagination Indeed, it is not exaggeration.	**Robot** I am a Robot I am human jackpot I look so amaze I am human's craze I am made of iron I price a million I can run with time To make any task fine I look so critical But I can do miracle

These simple poems illustrate creative faculties among the students and their ability to express in simple English. The poem on Technology makes mockery of human's weakness of committing errors. The usage of the words Technology and apology is quiet rhythmic. In the second poem the Piece of chalk, the use of words: Piece, Ace, Plays, Pace, Peps, Peace is impressive and the life of a chalk is described in a few words. The third poem touchingly expresses the sacrificial life of a piece of chalk. The fourth poem speaks of how man is disturbing nature. The attitude of man towards nature is vehemently criticized with a punch in the last line. The use of pronoun "He" refers to God and "We" indicates man and make everyone responsible for the pollution. In the fifth poem He & She, the expressions *Hard disc* and *Heart disc; Heart power* and *Horse power*, *Everywhere* and *Nowhere* are creative and interesting. The poem on Mother is also quiet touching. The last two lines of the poem touchingly speak of the writer's love for his mother. The grammar rule of using capital letters was skillfully used to express his love for his mother. The last two poems on Robot are also skillfully written with appropriate selection of words. The lines "*It never feels emotion…… It is truly an inspiration*" reflects the present predicament of man. The modern man is becoming a scapegoat in the hands of his own emotional imbalance in spite of much intelligence. These poems clearly exhibit the innate creative capabilities among the students. It can be understood that these creative expressions of language will be expressed forth if necessary motivation and encouragement is given to students in ELT classrooms.

Activity III: Photo Comment

A photo was shown and students were asked to explore their expressions poetically. These photo comments in English are simple in expression and thought provoking. Some of them carry lot of wisdom and some others are sarcastic and humorous. The thoughts are subtle and language is appropriate. The following are some of the expressions:

He is a Yogi but in habit he is a Bhogi	All the world is a cell and All are addicted to cell	I am a saint but I need scientist
Oh! cell phone You are omnipresent You are omniscient	Wearing dress traditionally Smoking cigar heavily Talking to a barber seriously For cutting his beard clearly	Oh! God Where ever you are my network follows
Cell phone chatting is Dhyanam Cigarette smoking is Homam What a modern Sanyasam!	Saint with cell! but What about bill!	He is old aged but his phone is engaged
Technology It is everyone's psychology	Talking to the cell At the age of going to hell	I am a swamiji But my network is 3G
Calling for barber Waiting for lighter Looking for water What about God's matter!	How far technology go We will never know	Hello! Is it customer care? May I know the cell number of God?
I am a sanyasee But I need a fiancée	I left my home but not my mobile I keep charging j To keep my mouth running	He may not have bank balance but has cell phone balance
He left all relations But not cell phone relation	Technology makes ignorance also ignitable	People change in every generation Saints also change in every generation
A man with tradition Tradition with technology	Technology has no ism Whether you are a saint or a giant a prince or a pauper	Came as a saint Lived like a client

Findings

Literary activities offer a wide range of language structures which can enhance the students understanding of the range of language usage. This understanding has a direct impact on the learners' ability to learn and use language with fine expressions and elevate him to attain synthesis between thought and expression. Literary work, in such a situation, becomes a vehicle for language learning.It is observed that students actively participated in these activities and language learning has become an edutainment. These activities are providing a platform to

synthesize the learners' thoughts and feelings for better expression of their hidden treasure. To teach English effectively and for keeping the learners' enthusiasm to learn the language some interesting literary activities should be conducted in the classrooms. Cameron says about young learners-"they want to please the teacher rather than their peer group. They also lose interest very quickly and they are less able to keep their motivation compared to adult learners. In order to get away from this handicap, teachers may design some simple activities using literature to use for their young learners. (Cameron: 2001) It is observed that introduction of literary activities in the classrooms has made language learning a playful activity and students started learning with enthusiasm. These literary activities motivated the students and initiated them into self learning. In these activities student played a key role and the teacher's role turned to be a facilitator and motivator. This technique has helped in forming a new habit of creative writing among the students and they are spending time creatively and originally with healthy competition. Analyzing and appreciating others work has, indeed, helped for interpersonal skills.

Conclusion

The present study suggests that learners can be successfully initiated into creative use of language using the technique of literary activities. Literary activities are found to be a good resource to facilitate language teaching and learning language. In this study the literary activities like caption writing, writing poems, complete the poems, guess story endings, selecting a suitable title etc. are found beneficial in creating interest to learn language dynamically and creatively. The literary activities help the students to learn the language in context and they feel comfortable and experience fun in learning language. Students go beyond the surface meaning and dive into the underlying meaning. They can think of the language beyond structural construction. They can expand their thinking and feeling capacity and expand the horizon of knowledge. They foster empathy, creativity, awareness of surroundings and fill the gap between thought and expression. Working with literary activities involves the students to use their interpretive ability which also instigates multidimensional development of the skills of language by stimulating imagination, broadening their mind. It contributes to the overall development of the students. It forms a new habit of expressing things creatively and artistically. Multiple activities make the tasks interesting and cover all four language skills – reading, writing, speaking and listening. It can be emphatically asserted that teaching language using literary activities is one of the best pedagogical tools in teaching English in ELT classrooms.

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12. Curriculum Reappraisal Issues in Business Communication Spoken Skills Courses

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Introduction

English language teaching and learning in the formal system of education is influenced by a great number of factors such as the broad socio-political atmosphere of a given place at a given time, the language policy adopted by a particular board of education, the language curriculum, the resources available for the teaching and learning process, the teaching methods used, the learning strategies employed by the learners and the evaluation system. The status accorded to English language and the significance attached to the learning of it are also important factors. This paper aims to focus on a few of these factors and their interrelationships while attempting to review one component of the Business Communication curriculum of the MBA students, namely spoken skills. This course of Business Communication is part of a fast burgeoning field of English Language Teaching (ELT) known as English for specific purposes (ESP). Business education in India is aimed at training students in various skills that are necessary for a career in the corporate world. Business communication, a component of the courses offered to MBA's, includes both oral and written communication skills. Considering the fact that effective communication skills are a very important prerequisite for a career in business management, coherent curriculum planning and development in this component assumes great significance. Based on a language policy, a suitable frame work needs to be evolved within which all the requisite communication skills require to be effectively taught. However, in practice, while written skills are adequately covered in instruction and evaluation, oral skills and, more specifically, spoken skills, though mentioned in the syllabus statement, are hardly emphasized during classroom interaction. They are rarely taken into account for purpose of evaluation. As a result, acquisition of communicative competence is hampered because Spoken skills are not given the importance they deserve. Another important aspect that needs to be addressed is the suitability of the method of instruction used in the classroom for imparting Spoken skills. The methodology that is adopted, in general, is more teacher-centered. As such, learners are deprived of taking active part in the process of learning. This necessitates a shift from lecture method of teaching to more learner-centered and activity based method. Such a paradigm shift requires careful reassessment of the existing educational practices with the support of adequate research. Unlike in the West in India there is lack of adequate research work into aspects of curriculum development and renewal, particularly at the tertiary level of education and more so in the imparting of business communication skills.

Relevance

The present paper derives its relevance from the growing recognition and importance of English as a tool for international communication. In India too, it has evolved from being an official language and a library language to one that is increasingly being used in formal and informal communication, especially in the urban areas. Consequently, possessing good communication skills has assumed greater significance in the contexts of education and career. In the field of Business Education, which is one of the most popular courses of study, communication skills form an important component of the course. During the period of study, good language abilities are needed to perform well in various academic activities. Spoken skills

are necessary in activities such as participating in classroom discussions and debates, giving seminars and presentations and taking part in informal conversation. In the context of career, effective communication skills are vital. One of the essential requirements for recruitment of business graduates is possession of good communication skills. Technical qualifications alone do not suffice, unless complemented by effective spoken and written skills.

Business communication courses at the University level lay the ground work for the practical application of language skills at a later stage. The students need to be acquainted with the language abilities required of them in the future when they enter the business world. These abilities relate both to written and spoken skills. Spoken communication contexts, both formal and informal, include skills such as participation in business meetings, presentations, negotiations, communication through the telephone, and socializing, in addition to possessing certain basic English skills such as correct grammar, vocabulary and punctuations. Such courses, which come under the category of ESP (English for Specific Purposes) are being offered at various institutes as part of the MBA education. Thus the English syllabus at this level of study is different from the General English syllabuses, which concentrate more on grammatical aspects and literacy appreciation and less on acquisition of skills. Consequent to the shift in emphasis in the syllabus, it becomes necessary to ascertain whether there is a corresponding change in the components of the curriculum such as teaching materials, methods, and evaluation pattern. It is widely accepted in the field of English language education that acquisition of language skills needs a different teaching methodology from the conventional structural method that is usually employed for teaching General English courses. Another facet to the problem of classroom instruction that requires to be borne in mind and reassessed is the heterogeneous nature of the classroom situation at the Intermediate and tertiary levels. The students come from two distinctly different streams, i.e., English medium and vernacular medium of study in the earlier classes. Their exposure to English language is thus not uniform. This heterogeneous nature of the classroom composition presents some peculiar problems of imbalance in language competence.

There are several graduate and postgraduate courses offered under higher education in India such as graduate courses in engineering and medicine and postgraduate courses in mathematical and biological sciences and humanities. While English is the medium of instruction in several of the courses, in courses like medicine, engineering and business management English language skills are also taught. The business communication course is significantly different from the language skills component of the other courses mentioned above, in terms of the language abilities that are required in the business career. This difference necessitates a thorough reappraisal of all the issues related to curriculum development. The present paper aims to take up such issues as are related to the curriculum and its implementation in the Business communication course offered, for example, by Osmania University, Hyderabad.

Curriculum and syllabus
The terms 'curriculum' and 'syllabus' have often been defined by various authors in different, sometimes confusing, ways. In North America, the two terms are used interchangeably. In Britain and in India, where the educational system is influenced by the British, the term curriculum is broader and more inclusive, referring to the educational goals, objectives, content, resources, and means of evaluation, among other things. The term syllabus is usually used to

refer to a statement of plan or blue print which is converted into classroom instruction by the teacher.

Business Communication at Osmania University

As an important and rapidly evolving branch of higher studies in India, the MBA course is being very much preferred by fresh undergraduate as well as by working professionals thorough the part time/evening study courses under the distance education mode. This is a two-year course for full-time learners leading to the degree of MBA. In the distance education mode, it is offered as three-year course. Business communication is compulsory component of the curriculum. The curriculum for the Business communication course is framed by the members of the Board of studies at Osmania University. To begin with, the course was non-compulsory and did not carry any credits. But a few years ago it was made compulsory. The syllabus of the Business communication course comprises five units. The first unit deals with the skills of listening and information sharing; the second unit lays emphasis on the concepts of interview and group discussion; the third unit covers Spoken skills such as negotiations and presentations; the fourth one deals with writing skills, especially the analysis of written data ; and the final unit deals with business report writing. It is taught in the second semester of the MBA programme. The course material and additional reading materials are provide by the respective course instructors. The present syllabus was framed after a review of the curricula of various business schools of international and national of repute such as MIT (Massachusetts Institute of Technology), Stanford and IIMA (Indian Institute of Management, Ahmedabad), allowing the instructors the freedom to use the method of their choice, which in general happens to be the lecture method.

Business Communication in the West

Business communication programmes which are offered to students of MBA in many countries across the world, especially the USA, are being regularly remodelled and revamped to suit the changing needs of the learners. This is being done in response to certain studies which have pointed out the inadequacies of the existing business communication courses.

Curriculum Renewal

Business communication education needs periodic reassessment and upgradation in view of the changing social and educational needs. Any stock taking of the existing curriculum formulation has to be based on three sets of perceptions drawn from the learners, the faculty and the future employers. There have been very significant curriculum reappraisals in the Western Schools of Business, particularly in the U.S., consequent to the prompting obtained from the educational and professional interaction, leading to successful revamping of the business communication component of the MBA syllabus. But in the Indian context, little progress is evident in terms of curriculum re-evaluations. An exercise in this direction requires not only the educationists' initiative, but also well-informed research support. In the West, communication skills at the university level are being given a major thrust. The common requirement for most of the corporate jobs appears to be the ability to speak and write well. The studies and surveys conducted in the US on the career prospects of the students have pointed out the significance of possessing excellent oral and written skills. Chandler (1995), and Harcourt, Krizan, and Merrier (1995) highlight in their research the opinions of business executives and college graduates that the ability to communicate effectively in a business situation should be ranked at the top of the

skills necessary for job success. Based on such survey results, an interesting and unique feature about business education becomes apparent. It is because of this unparalleled situation in business education that the curriculum reassessment work, especially in the West, has taken into account the perceptions of not only the faculty members and learners but also of the business executives who are the future employers.

In India, one the one hand, language education from the earliest stages has largely focussed on grammatical accuracy, memorization and tore learning, leading to higher levels of grammatical competence than communicative competence. Many students can, at the end of their secondary education, write much better than speak in English. On the other hand, a great societal upheaval is being witnessed due to economic liberalization and the entry of multinational companies, especially in the urban areas of our country. The effects are, obviously, felt in the field of language usage too. English is no longer a library language or a mere window to the world. There has been a spurt in its usage in urban social communication as well as in the corporate world. This emerging social situation in a global context is not reflected fully in the educational policy making. In language education, the need for systematic research into the curricular processes, especially at PG (Post Graduation) level of studies, assumes great significance. With regard to the Business communication course, the need of the hour is to design courses that cater to the specific needs of the students, given importance to develop the oral communication. In India, there is no significant attempt made to find out if the kind of business communication education imparted to the learners is up to the level desired by the business employers. However, one noteworthy attempt in this regard was made by the Indian Institute of Management, Ahmedabad (IIMA) in 2001. The communications area of IIMA has conducted a National Seminar on Teaching Business Communication at Indian Business Schools. The papers presented in seminar deal with issues such as the current scenario in teaching business communication in India and effective methods and strategies of teaching business communication.

Studies in India on Curriculum Development and Renewal
In an attempt to assess the place of management communication in contemporary post-graduate business management education in India, Rajadhyaksha (2001) has conducted an audit of the communication courses taught in some of the top ranking business schools in India. The study used information obtained from the official web sites of over 20 top business schools. The results indicate that almost all the business schools surveyed offer at least one core compulsory course on Communication, usually in the first year of the programme. Electives, wherever offered in addition to the compulsory courses, are usually placed in the second year of the programme and focus more on behavioural issues than on communication issues. Regarding the faculty, the study reports that in only three schools out of the twenty selected, course is offered by a special communications area and in all others it is offered by either the general management area or the Human resource management (HRM) area. In addition, only half the total number of schools surveyed have permanent faculty to teach the compulsory course. In the rest of the schools it is taught by visiting/part- time faculty. Another revelation reported by the studies that except in four of the twenty schools, most of the faculty teaching communication does not possess a specialist educational background in communication or in English language. The study concludes with the suggestion that the courses on Communication in Indian business schools need to be upgraded by emphasizing on a broader integrative approach and intake of permanent

faculty before they can achieve world class standards. In another study, *Monippally* (2001) has made an attempt to understand the perceptions of faculty and the views of practising managers regarding the teaching of business communication at Indian Business schools. A national survey was conducted among 80 business schools in India to ascertain the perceptions of the faculty members about various aspects of the course. The study reports a virtual unanimity among the faculty and practising managers about what constitutes business communication. The study, according to Monippally, could be viewed as an initial step towards developing a business communication curriculum which should help curriculum planners in designing an efficient course.

Studies in West on Curriculum development and Renewal

A lot of studies were conducted in order to identify changes necessary in MBA education in the US has had its impact on curriculum reappraisals, resulting in improvements, changes and sometimes transformations of the concerned departments. According to *Williams* (1996), leading business schools, in an effort to reflect the needs of the industry, have incorporated the soft management skill of communication in their curricula. In his survey of nine leading MBA schools, Williams found that management communication is offered in some form or the other in their programmes. Based on these studies, it can be concluded that top business schools are moving towards an integrated and holistic approach to business management education. Effective communication in all directions within and outside an organization is recognized as a key component of this education. According to Gross (1993), the Southern Connecticut State University in New Haven has revamped its corporate communication department to cater to the needs of the MBA students, considering that the future professionals ought to be multifaceted in order to survive.The process of curriculum renewal was started in response to the fact that the ability to communicate is the key factor during the recruitment of MBA students in consultation with various Departments in the University, a model of the curriculum in business communication was developed. New courses gradually replaced the existing curriculum.

Conclusion

These successful examples of curriculum, development and renewal at various business schools in the US ought to give the necessary encouragement and momentum to the curriculum policy makers in the business schools in India to revamp and renew their curricula in concordance with the needs to the learners and also the changing needs of the society.

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13. The Phenomenology of Reading: 'A Way for the World to Become a Global Village'

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One of the best ways to build a global village through cultural dialogue and knowledge resources is the act of cross-cultural reading. The act of reading of literature from different cultures could become the platform wherein a dialogue takes place between the readers and the cultures. Consequently, a door of openness is opened, a bridge of understanding is built, and there is a possibility for the fusion of these varying cultures, thereby paving way for the world to become a global village. Reading books is one of the surest and exciting ways to connect ourselves to the vast world with its countless cultures as we can see its impact in the life of Matilda: "the books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village" (Dahl, 6).Reading books from different cultures increases one's knowledge, creates openness, expands consciousness, and gives way for newer horizons, as affirmed by Dr.Seuss in his book, *I can Read with my Eyes Shut:* "the more that you read, the more things you will know. The more that you learn, the more places you'll go." Regarding preservation of cultures, Ray Bradbury says, "You don't have to burn books to destroy a culture. Just get people to stop reading them." If a culture could be destroyed just by preventing people from reading books, we can only imagine how reading books would definitely preserve cultures and could become the gateway to connect cultures, due to the phenomenological nature of the act of reading.

The Phenomenological Process of Reading:

The assumption behind my assertion is that the ontology of a literary text is phenomenological. In other words, a literary text cannot get meaning by being itself but by appearing in the consciousness of its reader. Phenomenological inclination is integral to the ontology of the text. The mode of the existence of a text is such that it cannot get meaning without participating in the reader's consciousness. Through phenomenological dimensions in the reader, the text gets its meaning. Only in reading, writing awakens. A book when written requires to be an object in another's consciousness. It provides a stance for another's consciousness. Phenomenological expectation of meaning of the literary text ontologically requires it to become an object in another's consciousness. Meaning is a noematic sleeping beauty in text which is woken up by the act of reading. Therefore it presumes that when a reader reads a literary piece of another culture, there is a meeting point between the culture of the text and the culture of the reader. Meaning emerges only in this meeting point. Thus, it can be seen that the act of reading connects cultures, cutting across the physical boundaries by fusing the culture of a reader through his consciousness with that of another culture through its literary text.

"Books are objects", says George Poulet in *Criticism and the Experience of Interiority* (41). There is a big difference between a bunch of pages, glued to a spine at one edge and bound between covers, and a real book. When I read a book, thoughts and ideas are created in my mind. A book holds ideas in the same way that a vase holds flowers; the only difference is that flowers are material, physical things whereas ideas are not. Thoughts and ideas are mental entities and can only exist within the mind of a conscious being. Poulet puts it thus: "like fish in an aquarium,

words, images and ideas disport themselves; these mental entities, in order to exist, need the shelter which I provide; they are dependent on my consciousness" (ibid, 43). So when I write, I am sending my thoughts out on a voyage through a hostile medium, a medium in which the thoughts themselves cannot exist. They are like space-travelers, kept in stasis for a trip across the void, only to be awakened once they reach a habitable environment. Words are made dormant to facilitate their journey through the material world. And like the space-travelers, these words are awakened only once they reach an environment in which they can live, that is, another's consciousness. So it is the consciousness of the reader, then, who invests these symbols (letters, words) with meaning. It is not the words themselves that generate thoughts in the mind of the reader. Words have no inherent meaning. Neither is it the intention of the author. A book need not even have an author. The reader himself is the creator of the thoughts that arise within his mind. Poulet says, "A book is not walled up as in a fortress. It asks nothing better than to exist outside itself or to let you exist in it. You are inside it; it is inside you" (ibid, 42). Literary text in order to exist needs the shelter which the reader provides. They are dependent on the reader's consciousness.

Regarding the phenomenological nature of the text, Rene Wellek says that it carries within itself specifications, directions, and clues or hints regarding how the reader should read the text; it informs the reader the method to maximize the potential meaning of the text. Iser says that every text is characterized by a feature, which he calls *implied reader.* This term is used by Wolfgang Iser to describe a hypothetical reader of a text. The implied reader embodies all those predispositions necessary for a literary work to exercise its effect – predispositions laid down, not by an empirical outside reality, but by the text itself. Consequently, the implied reader as a concept has his roots firmly planted in the structure of the text. Implied reader is the totality of the semantic possibilities of the text as a phenomenological predisposition or expectation. It can get actualized in different forms of concretization (Iser, *Act of Reading*, 34). Phenomenological response of the reader is ontologically required by the text. It is a response-inviting structure. A text carries a scheme as to how it should be read. This scheme is built into the text. This scheme is the implied reader for the maximum acutualization. Any reading is only partial actualization of the potential meaning. No reading is synonymous with the potential meaning. Potential Meaning is inexhaustible. Phenomenology favours multiple readings.

Regarding the act of reading, in *The Reading Process: A Phenomenological Approach*, Wolfgang Iser says that a literary text transforms reading into a creative process. It activates the reader's faculties, enabling him to recreate the world it presents. The product of this recreation is what we might call the virtual dimension of the text. This virtual dimension is not the text itself, nor is it the imagination of the reader but the coming together of the text and the imagination. However the process of anticipation and retrospection does not develop smoothly due to gaps or omission of connections between sentences. But it is only through the inevitable omissions that a story will gain its dynamism. Thus whenever the flow is interrupted and we are led off in unexpected directions, the opportunity is given to us to bring into play our own faculty for establishing connections – for filling in the gaps left by the text itself. For this reason, one text is potentially capable of several different realizations and no reading can ever exhaust the full potential for each individual reader will fill in the gaps in his own way, thereby excluding various other possibilities. The manner in which the reader experiences the text will reflect his own disposition and in this respect the literary text acts a kind of mirror; but at the same time, the

reality which this process helps create will be different from his own. Thus, we have the apparently paradoxical situation wherein the reader is forced to reveal aspects of himself in order to experience a reality which is different from his own. It is only by leaving behind the familiar world of his own experience that the reader can truly participate in the adventure the literary text offers him. Along with the process of anticipation and retrospection, there is also the process of grouping together all the different aspects of a text to form the consistency that the reader will always be in search of. In the process of seeking for consistency, there is the formation of illusions and breaking of illusions. Whenever consistent reading suggests itself, illusion takes over. In the modern literary texts, there is lot of indeterminacy and one detail appears to contradict another and so stimulates and frustrates our desire to 'picture' and thus cause our imposed gestalt of the text to disintegrate. Without the formation of illusions, the unfamiliar world of the text would remain unfamiliar. Through illusion-making, we reduce polysemantic possibilities of the text to a single interpretation in keeping with the expectations aroused, thus extracting an individual, configurative meaning. Even while seeking a consistent pattern in the text, the reader is also uncovering other impulses which cannot be immediately integrated or will even resist final integration (alien associations). Iser says that the reader oscillates between consistency and alien association, in the process forming and breaking illusions to arrive at the gestalt of the text (279-294).

At the heart of Wolfgang Iser's complex and challenging system is a rather simple idea. The reading experience, he says, depends on the "gaps" or "blanks" in a text, the gaps arising from dialogue, for example, or from unexplained events, and delayed revelations. At these junctures, "what *is* said only appears to take on significance as a reference to what is not said; it is the implications and not the statements themselves that give shape and weight to the meaning" *(The Act of Reading,* 168). In the space left by the reticence of the author, meaning takes place. Information withheld, interpretation withdrawn, the reader is left to make inferences and connections. In other words, for Iser, the reader must actively assemble the various parts of any literary text. Language can only specify the operations the reader must perform. Gaps are the most fundamental of these linguistic instructions, the basic spur to the reader's synthetic and totalizing activity. It is in the absence of explicit commentary that we are made to assemble the text. As Iser puts it, a text's unwritten aspects "not only draw the reader into the action but also lead him to shade in the many outlines suggested by a given situation, so that they take on a reality of their own" (ibid., 168). The rhetorical effect of gaps, then, is to draw reader into the text. They involve the reader and stimulate him/her.

Due to the entanglement with the text, the reader cannot know what his participation actually entails. So he wants to know consciously what exactly his experience was. This is perhaps the prime usefulness of literary criticism – it helps to make conscious those aspects of the text which would otherwise remain concealed in the subconscious. Once the reader is entangled, his own preconceptions are continually overtaken so that the text becomes his 'present' while his own ideas fade into the 'past'; as soon as this happens, he is open to the immediate experience of the text, which was impossible so long as his preconceptions were his 'present'. Reading reflects the structure of experience to the extent that we must suspend the ideas and attitudes that shape our personality before we can experience the unfamiliar world of the literary text. During this process, something happens to us. There is the incorporation of the unfamiliar into our range of experience. This is termed as identification of the reader with what

he reads. However this identification is not an end itself but a stratagem by means of which the author stimulates attitudes in the reader. To understand this experience, it is worth considering George Poulet's observations on the reading process. He says that books take on full existence only in the reader. In reading, the reader becomes the subject that does the thinking. Thus, there disappears the distinction between the subject-object division which is a pre-requisite for all knowledge and observation. From the idea that in reading we must think the thoughts of someone else, Poulet draws the following conclusion: "whatever I think is a part of my mental world. And yet here I am thinking a thought which manifestly belongs to another mental world, which is being thought in me just as though I did not exist" (Poulet, 44). The strange subject that thinks the strange thought in the reader indicates the potential presence of the author, whose ideas can be internalized by the reader: "such is the characteristic condition of every work which I summon back into existence by placing consciousness at its disposal" (ibid. 47). This would mean that consciousness forms the point at which author and reader converge and at the same time it would result in the temporary alienation of the reader when his consciousness brings to life the ideas formulated by the author. This process depends on two conditions: the life-story of the author must be shut out of the work and the individual disposition of the reader must be shut out of the act of reading. Only then the thoughts of the author take place subjectively in the reader who thinks what he is not. Thus a work of literature becomes a sort of human being (at the expense of the reader whose life it suspends), that is, it is a mind conscious of itself and constituting itself in me as the subject of its own objects (ibid. 47).

Roman Ingarden claims that literature is a heteronomous object, existing only when activated and engaged by the animating consciousness of the reader (Stockwell, 165). He says, "Unread, a literary text is incomplete." Literary text is not autonomous but heteronomous. It is phenomenologically dependent on the reader. It is built in consciousness. Words in themselves carry a role to be played by the reader. A literary text has to become phenomenon. The literary work can become a "work- art" only when it can be concretized by the reader. In other words, the work already premises concretization by the reader (Takei, 285-307). Roman Ingarden states, "literary works form organic wholes, and the point of the reader's filling in their 'indeterminacies' is to complete this harmony" (Eagleton, 70). For Ingarden, "The text comes ready equipped with its indeterminacies, and the reader must concretize it correctly" (ibid, 70).

Reading results in the discovery of the code of the text. It is the axiom of the semiotics. Intelligibility depends on shared code. Shared code leads to sense-making. If there is no shared code, it leads to semiotic crisis or cognitive pain known as semiotic syndrome. Linguistic competence is insufficient for the intelligibility. Literary competence is also needed. It emerges out of different possibilities, prescriptions of different genre of literature. This is espoused by Jonathan Culler and other post-structuralists (Leitch, 217-219). The semiotics of the text is not available in advance. Discovery of the code occurs in reading/engagement with the text. In higher literary texts, there is inversion of the rule of semiotics. They possess a private, esoteric, secret code. They consist of dis-conformation to old, normative, customary ways of seeing the world, and speaking. Interpretation is an illusion, not the truth of the text. Interpretation is overcast with alien associations, excluded possibilities of meaning. Literary text at its best is higher reaches of language, sheer carnival of imagination of language, transgression of literary rules and unimaginable stretch of language. It subverts genery expectations. It gets a private code. Familiarity gets irrealized.

Stanley Fish applies phenomenology of reading in his early work "*Surprised by Sin: The Reader in Paradise Lost.*" His theories evolve into a form of criticism that rejects the author's intentionally and places meaning solely within the arena of those receiving the text. Thus his theory is sometimes called "reception aesthetics" or "affective stylistics." Fish claims that it is the interpretive community that creates its own reality. It is the community that invests a text, or for that matter life itself, with meaning. Fish's theory states that a text does not have meaning outside of a set of cultural assumptions regarding both what the characters mean and how they should be interpreted. This cultural context often includes authorial intent, though it is not limited to it. Fish claims that we interpret texts because we are part of an interpretive community that gives us a particular way of reading a text. Thus, interpretation of a text by a reader is dependent upon the reader's membership in one or more communities defined by acceptance of a common set of foundational assumptions of the text (Fish, 13-16).

Stanley Fish claims that the active reading is the meaning of a text. The text entails twists and turns, loops, leaps and jumps, ups and downs and that the meaning of the text is bliss which is the pain and cognitive stress involved in a text reading. He takes Meaning as an event. A literary text is not an object, a thing in itself, but it is an event, something that happens with the participation of the reader. Meaning is a happening in the consciousness of the reader. Meaning as an event is an act of reading; it invites linearity and temporality. It is coping with successive words, and sentences. Sentence differs from novel. Linearity and temporality are problematized in a novel. Narrative line is inscribed with aesthetic challenge. The pain of reading is bliss (jouissance). A text of bliss unsettles the reader's assumptions – tastes, values, memories – and brings to a crisis, his relation with language, developing response of the reader in relation to the words as they succeed one another in time. Act of reading is a special experience of sequence. Literary text is not a bundle of sentences. Turning the page is a deceptively simple act with complex cognitive process working behind to generate sequential bliss.

Appropriation (making something one's own) is an important facet of reading. It has its foundations in Tradition (the world of sharing history, language and culture which prefigures understanding). Tradition is not alien; it is something into which we have grown, something we have appropriated through engaged living. What is made one's own is the world of the text and as a result the horizon of the reader (their knowledge or consciousness) is expanded (Gadamer, 147-58). Thus, we see that in the act of cross-cultural reading, the world of the text and the world of the reader meet; there is a discovery of the semiotic code, exchange of traditions, of forming and breaking illusions, realization of prejudices and biases on both sides, gap-filling left by the author, reading as meaning-making, happening of the process of explanation, understanding, and appropriation, expansion of one's horizons, and mutual enrichment of each other, thereby shattering prejudices, creating mutual understanding and openness through reciprocity of meaning, building bridges, and leading to connecting cultures, which would pave way for the world to become a global village.

Conclusion
Cross-cultural reading is not an easy task as the reader needs to become conscious not only of the cultural and semiotic code of his own culture but also that of the text and engage these two codes actively for a fruitful understanding and appropriation. Phenomenological act of

the reading opens up umpteen possibilities in creating cross-cultural understanding, thereby building bridges to connect cultures. It needs to be mentioned that phenomenological process of reading will require hermeneutics to make the reader conscious of his cultural and personal prejudices, assumptions, biases and those of the text so as to arrive at meaningful interpretations which would usher in openness among cultures, recognition of their similarities, and respect and appreciation for the rich and varied cultural differences.

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14. Using Innovative Methods for developing the Sub skills of Interactional Competence of Regional Medium Learners

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Introduction

TBLT is one of the best innovative methods in language teaching. It is an offshoot of CLT and is widely being used as a methodology which would yield good results in language classrooms. It is one of the recent trends in language teaching scenario. It became well-known by N.S Prabhu when he was working in Bangalore, India. When Prabhu was working for his Bangalore project, he observed that students could learn languages easily with the help of tasks.

Other contributions to TBLT

The prominent scholars who have done research in TBLT are Teresa P.Pica and Michael Long, Rod Ellis, David Nunan, Dave Willis and Jane Willis, Jon Larsson, Jeremy Harmer are the major contributors to Task-Based Language Teaching. David Nunan in his book, 'Task-Based Language teaching 'gives a detailed description of what is Task-based Language Teaching. Its major components, an empirical basis for Task-based Language Teaching and also the assessment of Task-based Language Teaching are also mentioned in the book. Nunan's book on Task-based Language teaching is a groundbreaking work in TBLT research. Rod Ellis' work on Task-based Language Learning and Teaching is another great contribution to Task-based research. Ellis' tasks in SLA and language pedagogy, tasks, listening comprehension, and SLA, tasks, interaction, and SLA, designing task-based language courses are some of the integral concepts of Task-based Language Teaching.

Why do we need Task –based Language Teaching?

We need TBLT because it advocates learning through the meaningful tasks and promotes co-operative learning. It highly emphasises the authentic use of a language in real-life contexts. It appreciates the active role of students in classrooms. It encourages the language learning through the active involvement and engagement of students in tasks. Tasks necessitate second language learning and language acquisition is quite possible through tasks. The second language input through the tasks is realistic and it would promote language learning. Tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are the heart of second language learning. (Sato 1988).Through tasks, language chunks can be taught to learners while they are actively participating in the tasks. So while the learners are completely immersed in doing tasks, they would pick up the chunks of language and would use them in their real life situations. Unlike the other traditional methods, TBLT do not penalise students based on grammatical errors and other language errors but instead, create language ambience in such a way it is quite student-friendly and interesting.

Purpose of the study

The reason behind selecting regional medium learners as the subjects of my study is that there are more regional medium learners in our state than the students who are seeking English medium education. These learners form major part of education. The regional medium learners are also the disadvantaged learners who are denied of having good quality education .Though

they are blessed with good aptitude for language learning, they are not provided a quality education and hence they lack good language abilities. In order to assist these learners in language learning through an effective methodology, the study task-based language was designed for developing the skills of interactional competence.

Procedure of the study

The study was conducted for a period of 20 days to see the impact of Task-based Language learning on regional medium secondary school learners(class x) at Zilla Parishad school. There are three stages in the procedure of the study: 1. Pre-test stage, 2. Intervention stage and 3. Post-test stage. In the beginning days of the study, students were made to introduce each other before the class in order to make them active and engage their minds in the tasks. Each student was given a chance to come forward to speak about his/her interests. While students were introducing themselves, much information was gathered about their current level of communication skills and interests

Pre-test stage

In this stage students were given pre-test in order to assess the desired or specified objectives, without providing them with any information of how to do tasks in the pre-test. The participants were not given any instructions also. Students were divided into pairs and groups and were given pair and individual tasks. The sub skills like Role Patterns and Boundary Signalling Devices were aimed to be developed in the learners.

Pre-test tasks

All the pre-test tasks were given for 5 days. They were narrative tasks and role play tasks. The narrative tasks were given for developing boundary signalling devices and situational or role play tasks were given to develop role patterns in students.

Intervention stage

Intervention study was done for a period of 5 days. Students were taught and instructed about the tasks in this stage. The mistakes that were done by the students in the pre-test task were corrected by the researcher during the Intervention study: Example of the Intervention study was: The participants failed to do role pattern tasks in the pre-test stage which was given to them. During the intervention study they were taught how to deliver dialogues contextually, taking turns in a conversation. They were sufficiently trained in such a way that they performed post-test tasks well. For developing role patterns, students were taught to make vocabulary on their own depending on the roles, use contextual conversations, use appropriate vocabulary, comprehension signals like "Uh....huh....hmmm", intonation patterns for pragmatic effect, body language and use of formal and informal language. For developing boundary signalling device, students were taught   comprehending the text, marking beginning, middle and end procedures in a story.

During the intervention study, students were facilitated with sufficient guidance, how to express their biographical information descriptively and without any anxiety and frustration but with confidence. There was no time limitation for the intervention study. More time was spent on it. Both mother tongue and English were used in the intervention study for making students comprehend the teaching, task and other instructions during the intervention.

Post-test stage

In this post-test stage, students were not given any instructions or help for performing tasks.

Students' confidence level was tested; they were not motivated at this level, but were left to their own abilities while performing tasks. There was no hesitation, anxiety and fear in students during post- test stage. There was a great development in the performance of students in the post-test.

Tools

To identify the problems faced by the regional medium background learners in a language class, to get the desired facts and data about their lack in communication, to develop a suitable strategy of teaching to help the learners to develop the interactional competence with the sub skills as part of Interactional competence, the following tools were used. They are: 1. Field Notes 2.Questionnaire and 3.Semi-structured interview were employed.

Results of the study
Role Patterns

It is observed that role patterns have been developed in students' role play tasks after intervention study. Before this study, students participated in role play tasks without showing up any role patterns in their tasks. They were instructed of role patterns like intonation, proper exchange of dialogues and other patterns. A change has been marked up in students after Intervention study. For example the minimum percentage of marks in post-test was 25% and in post-test the maximum percentage of marks that he scored is 66%.

It is noticed that there was a great improvement in their performance during post-test; it seems that they have grasped the rules of Roles and Patterns of participation related to a given context. It is observed that there was a great difference in the performance of students in Role-Relations. It can be said through observation that students enjoyed the roles of a teacher and a student. The reason might be that they are the students in real life context. Comprehension signals like "uhh.....hmmm", body language, good intonation patterns were developed in the role patterns tasks.

Boundary signalling devices

The Sub skill Boundary Signalling Devices like (Opening, Transition and closing procedures) is developed in the learners through TBLT. Students could possess that skill right now, after they were taught how to develop boundary signalling devices. As they were given, clear instructions during intervention study, all the boundary signalling patterns like comprehending the story, able to initiate a story and narrating with beginning, middle and procedures. After Intervention Study the story was understood by the participants with all the boundary signalling devices and they themselves started marking all the appropriate boundaries of the story. The lowest score in the pre-test was 18% whereas in the post-test the maximum score is 75%. It is quite understood that boundary signalling devices are developed in students through TBLT.

Conclusion

It has been found that the sub skills of Interactional Competence have been developed among the   regional medium learners through TBLT. It has been proved that it is quite possible to develop all the language skills of speaking, writing, reading, listening through TBLT, which is one of the siblings of CLT. It is proved that TBLT can fetch tremendous improvement in the language learning of students. It was made possible in regional medium context with the help of several factors like the intervention study, motivation and creating student- friendly atmosphere, which is free from tension and any other language stress issues. The study addresses the problems of the language learners in language learning and interacting with the other students. The problem has been provided with a solution; it is possible for learners to interact well and speak language with confidence if they are given enough practice with the tasks. Therefore regional medium learners need not be thought upon as the learners who can never develop their language interaction if provided with the right teaching with effective methods in suitable language learning environment.

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15. The Symbiosis of Personality Development and Oral Communication Skills: An Analytical Study

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The persistent demand on communication skills and integrated personality to be nurtured by students gives rise to many disturbing questions. Indeed, there are well-orchestrated efforts on the part of many institutions to better and brighten students' prospects on the areas but the general impression that one gets is that they fail miserably during campus drives. The paper is divided into five sections. The main engagement of this paper is to address the various shortcomings being confronted by students at tertiary level and suggest some remedies to tide over them. An insight is also provided into the integration of one's personality and communication skills, In the study the main stakeholders' responses were elicited using questionnaire and a random sampling method was employed. The data was subject to rigorous analysis. The inferences from the study form an important section of the paper.

I

Derived from Greek referring to Biological Sciences, symbiosis stands for a close affinity or interaction, a sort of "living together" of different organisms. Some symbiotic relationships are obligate, meaning that both symbionts entirely depend on each other for survival. In other words, they cannot complete dispensing with the other. This relationship can also be traced other than the sciences afore-mentioned. Personality is the combination of character, behavior and attitude. It implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd. A person's personality is developed through the intermingling of hereditary and environmental factors. Personality development is the improvement of behavior, communication skills, interpersonal relationships, attitude towards life and ethics.

II

Data was collected from the students in select engineering institutes. The total number of respondents in these engineering institutes, the sample size selection and application of the statistical stratified random sampling technique was followed. The questionnaire was handed over to 4oo students from 4 colleges. An open-ended questionnaire was used for data collection.

III

The following observations have been inferred after subjecting the data for rigorous scrutiny.

1. Students endowed with integrated personality display better communicative competence.

It is amply evidenced in the study that students who are blessed with good personal attributes have displayed good communicative competence. This corroborates the inseparableness of the two - oral communication and personality development. It is axiomatic to say that one is a product of heredity and environment. They play a very important role in shaping the mindset of an individual. Right from the impressionable years of a child, there should be some meaningful programs to be initiated by the government to mould the personality of the

child. Congenial atmosphere assumes a critical role. In fact, home is the first school for any individual. In fact one can easily assess a person by his/her behavior which is an indicator of his/her brought up. A well-groomed child will always be the cynosure of all eyes with his/her exemplary behavior both at home and elsewhere. All the essential qualities that go into the making of a decent personality are trained and imbibed at home only. School is the next place which transforms a semi refined individual into a refined future citizen of a nation. So, individuals who undergo all these practices naturally display high confidence levels and success automatically becomes a habit for such sort. They excel not only in examinations, but also in all communicative and competitive tests. Another noteworthy trait of such students is that they naturally prosper in any field that they chose.

2. **There is a need to address the issue of soft-skills so as to ensure students' employability**.
Employability refers to a person's capability for gaining and maintaining employment. For individuals, employability depends on the knowledge, skills and abilities they possess, the way they present those assets to employers, and the context within which they seek work. The skills of engineering students are far from satisfactory.

Apart from gaining technical knowledge, which varies little from one engineering college to another, students must strive to educate themselves on those skill sets which are critical differentiators for success in today's dynamic environment: Effective communication, inter-personal skills, multicultural literacy, global awareness, creativity, self direction, problem solving, decision making abilities as well as time management.

It has been observed that though soft-skills have been imparted on scientific lines, students take them to their heart only in the final year of their graduation at the eleventh hour. With the result, students' skills-set is far from satisfactory. In fact, in most of the engineering institutions, some emphasis has been laid on soft-skills. In some institutions students are trained in the final year of their study. In some other institutions, it is imparted throughout the academic span of their under graduation. But it is not done on rigorous lines. With the result, students underperform in academics. The recent studies clearly show this. Therefore, it is highly imperative to give training in soft-skills with the trained faculty and with the methodically evolved syllabi.

3. **In order to enhance students' communication skills, the traditional approaches may be replaced with the emerging new methods and technology.**
Traditional methods of language teaching have lost their relevance in the context of the present scenario where students' are supposed to develop skills. This preponderance of knowledge over skills results in paradigm shift. CLT basically aims at providing unrestrained access to the learner to the social, cultural and pragmatic aspects of language. The primary objective of the CLT is, to assimilate real life situations and integrate them in the classroom. In this method, communication is emphasized as the means of reaching competency.CLT deliberately avoids teaching grammar, syntax or other linguistic rules, but seeks to assist the learner in creating meaning in verbal communication and in understanding the basic ideas that other speakers attempt to relate. However, no restrictions are imposed on the explanation of grammar or other linguistic structures. Countries the world over have recognized the significance of CLT and are focusing on the communicative skills needed for fluency, listening and speaking

which are given priority at the formative levels of learning so that they could initiate a conversation, greet properly and take leave of someone properly.

4. Some periods may be allotted to seminars and other oral presentations by the students.

It was observed during the analysis that some students were influenced by psychological barriers like hesitation, being ridiculed by other students if found inarticulate or committing mistakes, and some others by technical barriers like not adhering strictly to the rules of the game, especially neglecting body language norms unconsciously during group discussions and so on. Some have problems with their body language and use inappropriate gestures; some find it difficult to maintain eye contact.In order to overcome these psychological and technical barriers and make them shed social inhibitions in communication, few periods may be allotted in the curriculum for the sake of seminars by students, not only for communication skills (English), but if marks are awarded, attendance and participation should be made mandatory so that taking the horses to the pond and make them drink water may be possible.

5. Some observations regarding the communicative efficiency of the students are listed below:

a. Some speak fluently, but cannot write without grammatical errors.

It can be observed from the research that some students speak effortlessly, but when it comes to writing they perform miserably, owing to the fact that they lack writing practice. The present education system concentrates more on reading and listening and to some extent students are bound to communicate in the name of software recruitment, etc, but writing now- a–days is a forgotten skill that needs to be acquired with some degree of patience and perseverance without which one's oral skill does not have much meaning. In fact, oral and written skills are complementary, which would better one's attitude and other personality traits.

b. Some students write well, but they are not able to express themselves orally.

Few students can jot down their ideas easily, but when it comes to speaking before the public, they fail miserably. Failure to speak uninhibitedly is a case study in itself.

Some general short comings of the students in the process of communication are inaccurate grammar. Few missionary schools and non -profit making schools impart the basics of grammar during the formative years of children so that when they grow up they never forget it. Not many schools are established on such lines. So a vast majority of the students who are educated in second rated schools are deprived of quality education especially through English medium. Other factors that create poor impression on the part of the students are lack of fluency, which again can be attributed to the lack of practice. Students are not habituated in communicating in English, despite the fact that makes them un- communicative in the ultimate analysis.

A major setback in the communication process of the student community is that though some students practice communicating in English, they are way behind in terms of pronunciation and accent. Students should be made to watch English news, group discussions, and panel discussions; and today plenty of training is available through the internet, which is the best teacher to the student and teacher even. Native speakers' accent and pronunciation could be

imitated by watching English movies. Other disheartening facts in students' communication are they are not exposed to public speaking, which serves as a morale booster. All other short-comings like fear of expressing certain views, fear of making mistakes, fear of speaking in public could be overcome by the simple mantra called practice which turns them into perfectionists.

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It may be concluded that that there is some intimate relationship between integrated personality which precludes communicative competence. While the study bears out the observation of the symbiosis between personality and communication. It is also observed that students with probity and moral rectitude have struck better affinity optimizing the symbiosis.

The study is not far from limitations. For instance, the sample size can be extended to the other students pursuing their studies in the universities which belong to other districts of Andhra Pradesh. To make the study more reliable and valid it may further be extended to students belonging to the other states. As communication involves both written and oral components, a study may be undertaken to consider students' proficiency in written communication.

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16. Language in Politics: A Study on Politicians' English

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In the year 2013 I went to Telugu Desam Party Office in NTR Bhavan in Jubilee Hills, Hyderabad, as a trainer. I had interaction with a few politicians. I grew interest and started following the meetings and speeches of various political leaders belonging to various political parties. I observed that most of our native politicians use vernacular language in their speeches and in their meetings. I understood that most of the politicians are not good at English. Sometimes where English is a must for them to communicate they are not clear in their expression . Example of one statement from a politician is 'this conservation may lead to disputes". The word conversation was pronounced as conservation. Speaking on corruption one politician said that "people should be less corrupted". Another politician while addressing the voters during the campaign said that "this constitution has got lot of electrical votes". The intention is that his constituency has got a lot of electorate votes. Not just our politicians, but once Mayor of Boston referring to a famous person said "he was a man of great statue". Actually it is stature or staute. During the Telangana agitation one politician said that " the police are not here to create disorders, they are here to preserve disorder". Though they are famous political leaders they are far from immune to making mistakes. They are unlike "nobodies", when they come out with a hilarious slip of the tongue it is recorded for posterity on page. I was shocked when I read the statement of Mohan Singh, a Samajwadi party M.P, on walmart lobbying row saying ' No Samajwadi party member can be lobbied by walmart as we don't have any leaders who can speak English.' I then felt that the politicians should also be trained up in communicative skills particularly English. My paper is about the importance of English as language of communication for politicians. This intention was strengthened when I heard the successful tour of the Hon'ble Chief Minister of A.P Mr.Chandrababu Naidu to Japan . He was successful in convincing and getting the projects to A.P. This is because he clearly expressed his ideologies in English which clearly reached the target audience.

When I started searching for the material to substantiate my opinion I have come across an interesting statement made by John Paul White, Peoples National Party Candidate for St.Andrew North East. He believes that there ought to be basic communication standards for politicians. In his words "I believe that they should have basic qualifications of education and candidates should be able to speak proper English if they are going to represent people." "We are not talking about representing a community, a constituency and potentially a nation, which means you have the possibility of having international exposure. You have to be able to move from between how you relate in the local context and in the international context." Though politicians have good ideas and thoughts in their minds because of the inability to express in English they fail to convey their ideas correctly.

George Orwell, a political writer and an author argues that the English language becomes "ugly and inaccurate because our thoughts are foolish, but the slovenliness of our language makes it easier for us to have foolish thoughts." To illustrate his point, Orwell cites writings from two professors, a 'communist pamhlet', an essay on psychology in 'politics', and a letter in the 'Tribune'. His purpose in the analysis is to show "the special connection between politics and the

debasement of language." Orwell maintains that, in his time, political speech and writings are, "largely the defence of the indefensible". That is, the actions of ruthless politicians can be defended, but only by brutal arguments that do not square with professed aims of political parties." Orwell contends, one has to use political language that consists "largely of euphemism, question begging and sheer cloudy vagueness." English is must to the politicians as they are policy makers. Defacto, English is the 'common' language among most educated Indians today. When two Indians from different states meet, they invariably communicate with each other in English. English is the language of all businesses, government and education. In India, English skills are part of the social hierarchy. Practically every person in the higher and upper middle class section of the Indian society is fluent in English. In fact, English fluency is kind of a pre-requisite for the upward mobility in the class ladder. An upwardly mobile successful Indian entrepreneur with inadequate English skills is not considered blue-blooded enough and is person a non-grata at the turf clubs or country clubs of India. A classic example is the détente between the power-flexing non-English speaking Indian politicians and the English – speaking movers and shakers from Indian bureaucracy and the industrials clans. As the world is becoming a global village. English is becoming a part and parcel of communication and is playing a vital role in the lives of people. Politicians need to be trained in their language and body language as well. A candidate running for city council in the border town of San Luis, Ariz, was removed from the ballot for lacking sufficient English proficiency. She is now appealing the decision to the state's supreme court. Another candidate Alejandrina Cabrera (a U.S. citizen) was ruled out by a lower court judge on the basis that she had too low the English skills to adequately perform the position of city council member. This unprecedented case illustrates the need for pragmatic approaches to dealing with challenges of bilingualism. Overall, the case has undoubtedly engendered a polarizing debate while raising the legitimate question of how precisely how much English proficiency should be required of our public officials. Pragmatism and nuance are needed to explore solutions . Ultimately, bilingualism is becoming a necessary reality, so it behoves us to treat it as such and respond with pragmatic solutions to the nuanced challenges that will inevitably arise from it. The dominance of English as a European lingua franca is so total nowadays that it's a basic tool for interaction between Europe and other continents.

I observed that these days most of the multi national ccompanies are giving preference to language and soft skills. When a small organisation is looking for expertise in its employee then the politician who is the voice of the people need to compulsorily have good English. They need to represent the peoples voice in the house of assembly or parliament and also in the international arena. English played an important role in unifying India during freedom struggle. India has rich diversity in its culture and also in language. English served and acted as a barrier for connecting people with ideas etc. It helped in spreading the views and messages to every nook and corner of the country. The educated people spread the ideas by conducting the meetings and also by printing books, pamphlets, magazines, papers etc. It is a clear evidence that English played an important role in bringing freedom to the country. Now With an increase in literacy rate and more educated people in the country English has again a prominent role to play in the progress of the nation. This can happen if the politicians are trained in language, body language and soft skills. This can bring a revolutionary change in the development of the country. Politicians are burdened with more responsibilities than any body in the nation. It is just not discharging their duties but they have look at the welfare of the people. For this they need to

have moral and ethical responsibilities also. It is very clear that the progress of the nation depends much on politicians. They are the people who can make India stand proudly in the international arena. For every profession there are certain prescribed qualifications laid down as basic requirement. These days language is playing a vital role. Most of the MNCs are looking at communication skills rather than technical qualification. The reason is most of the projects are from abroad. The employee should have good English speaking and also understanding ability. When English is so much stressed and given importance and is playing a vital role in the effectiveness of a small organisation. Then a person who is representing a constituency or state or nation should   also have this ability which gives him a tremendous success.

Krishanu Karmakar, a Graduate student, opined that "English is not the mother tongue for most Indians- it is the second language we learn in schools. Sometimes it is the third language that a kid in India has to learn. So it is not really astonishing that most Indians won't speak "good English". So as representatives of Indians Politicians a re atleast expected to be different from them."

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17. Promote Communicative Competence in Engineering Students

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Introduction

'The Earth is revolving round the Sun' is the known fact alongside 'the globe is revolving round the English language'. The English language, inter nationally a language of the asset, as it is used in business, technology, media etc. and intranationally a lingua franca leads us to globalization. 'Think logically and speak clearly' is the living slogan in this educational arena. Now-a-days, engineering education is given priority at this juncture communicative competence is playing a crucial role in competing the requirements of this competitive world. Engineering students in rural areas are suffering from the low level of communicative competence. For developing language proficiency of graduates, they require higher levels of speaking skills to serve the need of the purpose like examinations and placements. Engineering students are presumed to work for industries in India and abroad to get the ability to communicate in different situations.

Significance of Communication Skills

Most of the intellectual engineering graduates fail to make an impact on the global market mainly because they lack the required communicative competence. It is a high time for every engineering student to realize that he/she should learn not only technical skills but also communication skills. Communication skills are indispensable for an engineering graduate. Technological University Curricula can no longer afford to ignore the importance of communication skills for engineering students for their educational, as well as professional purposes. It is no way an exaggeration to say that communication skills in English are necessary for sheer survival in this world today. So communicative competence is a key dimension of modernizing Engineering graduates.

Language Labs

Innovative trends in science and technology provide an enthusiastic platform for the engineering students to learn communication through technology. Communicative English becomes the unprecedented predominance in JNTUK curriculum. English Laboratory is introduced to the Engineering students to improve the communicative competence through technology as it is a technological aid for the students to learn. Incoporation of language laboratories enrich the learning skills of the students and provide the wide range of opportunities for the students besides inculcating interest and enthusiasm towards learning easily. The first and foremost chapter, in the university curriculum, is situational dialogues or role plays. K-Van Solutions and Hi-Class are some of the software companies developing the software to give ease to the student before they are going to handle any dialogue in the prescribed curriculum. This language laboratory has a various advanced facilities which can hep an engineering student to learn language with effective communication.

Technological Tools

The idea of the language laboratory establishment came into existence in education in the 1960s. With the popularity of internet in the 1990s advanced the development of education through the technological tools**.** Multimedia control server, headsets and microphones, the

communicating response pad, etc. are the gear up tools to use in language labs.Computer-Assisted Language Lab, Web-Assisted Language Lab, Mobile Assisted Language Lab, Radio and T.V. Studios are all various technological devices to develop the communicative competence of the students. For instance, look into the dictionary for a word is an outdated fashion and watch the web in cell phone or computer by consulting technology is an updated passion for the technological students. Demand for technology in the engineering field makes emerge these technological tools. Language learning and promoting language becomes easier and interesting to both the pedagogy and the learner.

Computer-Assisted Language Lab

Computer Assisted Language Labs provide repeated practice for the average students to meet their objectives. At present, students have got exhausted, boring, painful and lose interest in working with the Text Assisted Language Labs. Computer Assited Language Labs attract the students with its own features. These labs teach more interesting and attractive ways. Though the students are taking tedious drill, it becomes more interesting to take the drill. These labs motivate students to go beyond the initial mastery over the topic. Intelligent students can go speedily in meeting the tasks set to them and the other students can go according to their own limitations of their knowledge.

When the students work with the computer they can work individually. After gathering the content, they work in pairs and teams. This feasibility is available in lab classes. They learn from the internet as well as from their interactive communication with their peers. Students can estimate their level of knowledge and compare their strengths with their classmates. Teachers' contribution in making them learning the skills plays the essential role in the lab.

The teacher can get login with the server system, teacher can attend the student individually and clarify the doubts while they are working. Teacher can engage all levels of students very fruitfully. Teachers' planning prior to come to the language labs work very well in such type of labs. If an online test is conducted to the students, immediate result and feedback will be provided to each student. Through this, they can estimate themselves and practice to get the good result. Tedious evaluations of grammar, vocabulary, pronunciation processes become very handy to the teacher with Computer Assisted Language Labs. Teachers using the CALL software in a sophisticated manner can explore their ideas and promote communicative competence in engineering students.

Web-Assisted Language Lab

The world wide web gives exposure to technological students to acquire knowledge. Students get easily hyper media or hyper text communication on the Internet. Knowledge from the different parts of the world is linked together and saved electronically. Web users are transferring and sharing the information and enriching the resources day by day. Promoting communicative competence through the web brings out new approaches to the process of education and instruction.

Providing different web addresses in the form of URLs to the students to give practice in the language lab. They take various exercises from different web sites and get mastery over them. Teacher can divide all the students into pairs and make them participate in discussion with

their peers. Perfect monitoring of all students can give a lot of benefit to both the student and the teacher while promoting communicative competence. Providing the opportunity to work with various websites and allow them to participate in discussions. Students can easily and interestingly develop their communicative competence.

Mobile Assisted Language Lab

Mobile is a common device used by all the students of technology. Now a days 90 percent of the students are using cell phones, 20 percent of the students are using tablets and iPods.Common features of these devices now include the Internet access, SMS text-messaging, voice-messaging, cameras, and video-recording. In the process of language learning, all these features empower communicative language practice, access to reliable content, and accomplish the task. This particular lab is more focused for vocabulary and quiz. This mobile technology is useful to the student both inside and outside of the classroom. The teacher can send the chunks of vocabulary or quiz to students. Students can answer at that time or they can take time and answer them. They write the assignments issue by the teacher. It is like continous learning mode. Whenever students show interest towards the tests they can take them. When the student sees the words send by their teacher they work with the word stems and can improve the vocabulary and quiz in the same manner. Students have fun with their mobile phones. Students are very attentive and focused while they are using mobile phone in the classroom. One way computers are better than mobile phones for handling different types of information but these mobiles are very easy to carry from one place to the other because of portability. Some students don't have their personal computers, for them these cell phones are really a boon. Though this technological lab can have its own limitations but based on the continuous instruction by the instructors it will work very well. Comparitively the mobile is the cheaper than computers and a middle class student also can afford to buy the mobile to work for the technological classes in this present scenario.

Radio and T.V. Studios

Students usually do presentations in Radio and T.V. In some of the colleges, the management provides the students both the Radio and the T.V. facilities. Students can get their feedback from the society and the other students. Their voice modulation will be tested in the studios. The can listen to their own voice in the Radio and they can see their posture in the T.V. Reading newspaper, participating in the group discussions, debates and quizzes are the significant programmes in both the medias. Students can get recording their sessions and bringing to the teacher for evaluation. Though they evaluate themselves, they feel satisfaction to get evaluated by their teachers also. If they identify their mistake in their pronunciation, bodylanguage etc. they cannot committee the same mistake once again in their life time.

Role of the Student

Whatever may be the technological tool is, after collecting the information the role of the student starts. Every student has to undergo the below stages to improve their communicative competence. Teacher's promoting communicative competence and students adaptability to the situations should be in a balanced proportion.
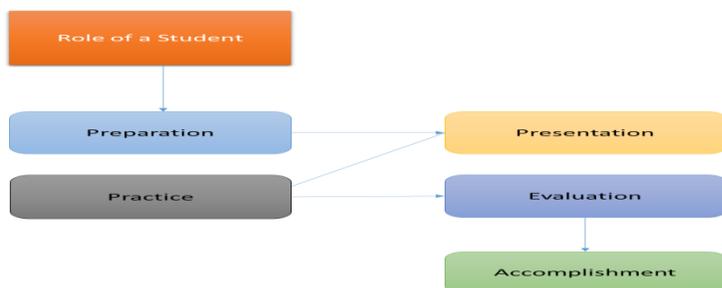
- **Preparation-** In this stage, the teacher's role is to recognise the students' basic knowledge to perform the task such as eliciting their previous knowledge, selecting the information, arranging the information logically, finding out the apt vocabulary to the context, planning for the concept and getting synchronisation of the main ideas.
- **Presentation**- In this step, the teacher monitors each student; advice the students about their astute attention, self-monitoring, moderation, elaboration and note taking.
- **Practice-** At this juncture, the teacher encourages the students to look after their language production, pronunciation and body language which includes posture, eye contact and smile.
- **Evaluation**- In this phase, after practicing, the students assess their effectiveness of their own learning by briefing or giving a self-talk, either collaboratively or individually.
- **Accomplishments-** In the last stage, the students transfer their ideas to accomplish their tasks by integrating them with existing knowledge.

Role of a Teacher

Technology with a dedicated teacher is very essential in a language laboratory. Synchronizing the tools with students knowledge is the prime responsibility of the teacher. Playing the different roles in the lab is shows the expertise of the teacher.
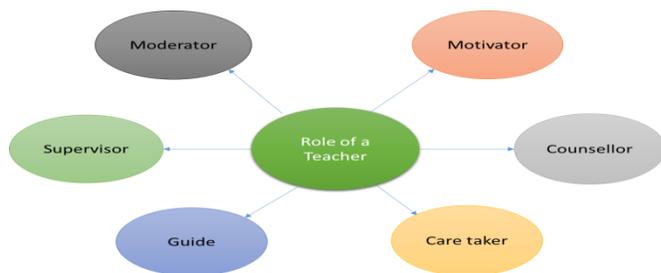
- **Motivator:** Teacher always motivates the students to participate in different activities in the lab. Strength comes of the words of the teachers. Mesmerizing words of the teacher work on the young minds to reach their goals to develop their communicative competence.
- **Care Taker:** Teacher has to give the assurance to the student that they committee any mistake at the beginning that will be acceptable. This assurance gives them enough of energy. At first, they committee some mistakes but those will be reduced by the monitoring of the teacher and student as well.
- **Counsellor:** Teacher counsels the student when they feel fear to participate in the discussions and presentations. Interacting with the student reduces the tension in the budding engineers. They overcome their fears with the soothing words of the teacher.
- **Moderator:** Sometimes students will be humiliated with the mockery made by the other students in the class. In this connection, teacher has to act like a moderator, who mediates and

convinces the other students by making them understand that the mistake made by the student is inevatable in the part of every beginner.

- **Guide:** Teacher has to show a path where they prove themselves in attending presentations in technical symposiums and seminars. Teacher always gives them the strength by extending the helping hand in preparation of the material and giving guidance in every aspect.
- **Supervisor:** Teacher's duty is to supervise the whole class that they are going on in the right way or not. What type of material they are browsing in the internet, the way they are handing the tools in the lab etc. Timely feedback while they are participating in the activities.

Feedback: Promoting communicative competence is a never ending process. It seems every time it starts. The last but not the least skills is to make the students understand getting feedback and giving feedback. It plays an essential role in evaluating a student to uplift to the expectations. Teacher's support in the part of every individual is to give the timely and relevant feedback on the performance of the student. At first, teacher has to take the chance to give the feedback then ask the student to share his/her feedback. While giving the feedback both the teacher and the student has to follow the above points in the picture. In this context of feedback, Brown says in his book Principles of Language Learning and Teaching: "Learning to swim, to play tennis, to type or to speak all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts that successively approximate desired goal." According to Brown, students learn anything through trial and error method. Positive feedback from the teacher nurtures the students to improve their self-confidence and self-esteem.

Conclusion

Ever longing passion for the student of Engineering is placements. Achieving placement is possible only through their communicative competence. In every walk of life, their communicative competence plays a pivotal role. Now a days the said technological tools are available in many engineering colleges. Students can hone their communicative competence through the proper usage of these tools. If they use technology for limited purposes they can stand by themselves. The same technology may give the chance to students to spoil their lives. Teachers' contribution can help the students to build confidence to face the competitive world. Rigorous monitoring of the teacher through giving them the online tests can give a lot of benefit to the students. While the teacher is promoting the communicative competence, the students have to learn life skills which are the very important ingredients of their future success. Teachers' obligation is to make them identify their personal strengths and areas for development in personal presentations.

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18. e-Learning Tools for Heterogeneous Learning Community.

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The learning styles are the methodologies we adopt to learn. Different people prefer different methodologies for learning. Everyone holds a mix of a learning style. Some people notice that they prefer a particular style of learning at all times. Some may analyze that they perceive different styles of learning at different times. There is no clear cut rule of what is the right combination of learning styles. These learning styles are ephemeral. They can change with time, and are not constant. We can shift our learning styles by constant practice and strong will. Our preference of learning style depends on our age, purpose, need, compulsion, confidence level, time factor, subject knowledge, etc. everyone has a mix of different learning styles, and this has a deep impact on the person's behavior and character. The classroom is never a homogenous learning community, i.e. people with an inclination to the same learning style, it's always a heterogeneous learning community, i.e. people with different intelligence levels, different preferences (learning styles); accepting the heterogeneous learning community is a positive step to the knowledge transfer. This approach of the educators has brought a wonderful positivism to learning. Traditional learning favoured the linguistic and logical teaching methodology (and it is still followed). Many schools and colleges still rely on classroom, book based teaching, with emphasis more on memorization of the contents, and a sole criteria to the exams. In this one-sided approach the marks and grade are vital and one who does this well are referred as bright students. Those who don't favour this learning are referred to as dull or dumb students. The knowledge of different learning styles and the approach help us know about our own strengths and weakness. We can capitalize on our strengths and with proper planning and execution nullify the negative effects. The learning styles influence a lot, they have a tremendous impact on our psyche, the way we learn, the way we interpret, analyze, and even recall the information, and all this depends on our learning style. We will analyze the different learning styles and also look into the associated meanings of it. The different learning styles use different functions of the human brain. By synergizing the different learning style, we will be able to use brain effectively and retain the content for a longer period of time. The brain-imaging technologies have been able to clearly pin point to the different regions of the human brain. So each style impacts a different part of the human brain. By knowing and interpreting your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

Attempt 20 Questions given below to identify your Learning Style
1. In free time what kinds of books do you refer?
A. A comic book
B. A short story book
C. A book with crossword puzzles
2. To know the right pronunciation of a word, what will you do?
A. Write the word and then spell
B. Spell the word twice and listen
C. Write the word in the air and then spell

3. You are in a mall buying some gadgets, what will you do when waiting in the queue to pay bill.
A. Look at the things on display
B. Introduce yourself to a person in queue
C. Just follow the queue line
4. When you see the word "KFC," what is your immediate response?
A. Picture the KFC in your mind
B. Say the word "KFC" to yourself
C. Think about visiting KFC and eating a pizza
5. How do you prepare for a test?
A. Read the prescribed text book or refer to your class notes
B. Ask someone to explain the important concepts or read aloud
C. Make content material that you can review
6. What's the best way for you to know how an App works?
A. Ask someone to show you how the App works
B. Read about the App or watch how the App works
C. Work it out yourself
7. If you attended a college annual day, the very next morning what will you remember?
A. The faces of the people who attended the event
B. The songs and music that was played
C. The way you moved and the food you ate
8. What disturbs you most when you are studying?
A. People walking past you
B. Loud noises
C. An uncomfortable chair and table
9. When you are angry, how do you behave?
A. Put on an irritated face
B. Shout and scream
C. Push and smash things around
10. When you are happy, what will you do?
A. Smile at everyone
B. Talk a lot
C. Be overexcited
11. When you are in a new town, what will you do to reach your destination?
A. Look at the route map of the town
B. Take someone's help and ask directions
C. Start walking till you find what you're looking for
12. Pick your favorite class?
A. Drawing class
B. Music class
C. Sports class
13. When you hear a song, what is your immediate response?
A. Imagine the song picturization
B. Sing or hum along with the music
C. Start dancing or tapping your foot
14. When in class, what easily distracts you?

A. Classroom lightings, either being too bright or too dim
B. Noises from the adjacent classroom
C. Humidity, temperature, chillness
15. To relax, what you normally tend to do?
A. Read a novel
B. Listen to music
C. Walk or play a game
16. How do you tend to remember a new phone number?
A. Imagine the numbers as you type them on the phone before dialing
B. Read it out loud, over and over again
C. Write it down or save it in your phone contact list
17. If you won a contest and can choose a prize. What will you pick?
A. A signed photograph of your favourite Icon
B. A music album
C. A basketball or Volleyball
18. How will you celebrate your friend's birthday?
A. Go to a movie
B. Go to a concert
C. Visit an amusement park
19. You easily remember new people by……
A. Their face, but not their name
B. Their name but not their face
C. Only what you talked about them
20. When you give someone directions to a destination, how would you explain?
A. Describe a building and landmarks they will pass by
B. Give the names of the roads or streets
C. "Follow me—I will show you the way."

The Seven Learning Styles of Memletics are:
1. Visual Style: You prefer seeing.
2. Auditory Style: You prefer listening.
3. Kinesthetic Style: You prefer body and analyze the messages they convey.
4. Verbal Style: You prefer words and interpret its meanings.
5. Logical Style: You prefer using logic and reasoning.
6. Interpersonal Style: You prefer group studies.
7. Intrapersonal Style: You prefer working alone and use self-study.

A. Visual Style: If you are a visual, you enjoy watching pictures, reading, writing.

General Behaviour:
1. Usually you are neat and clean
2. Close your eyes to remember something
3. In the free time you enjoy watching TV, film etc.
4. You are good at imagination enjoy vibrant bright colours
5. You are easily distracted by sounds

Some of the common phrases generally used:
1. See how this works
2. Let's look at this differently
3. I'd like to get a different perspective

Learning Methodology used:
1. Read textbooks
2. Jot down points while listening
3. Prepare notes

B. Auditory Style: You like sound and music. You can identify the sounds of different musical instruments.
General Behaviour:
1. Good at music or be a singer
2. Hum or tap your legs when songs are played
3. Emphasis on rhythm and pitch of a voice
4. Notice the background music of a film

Some of the common phrases generally used:
1. That sounds alright
2. That's music to my ears
3. It's sounds loud and clear

Learning Methodology used:
1. While studying play light music in the background
2. Enjoy group activities
3. Use audio books, audio recordings of various subjects
4. Use mnemonics and create rhyme and rhythm

C. Verbal Style: You express yourself perfectly both in writing and verbally.
General Behaviour:
1. Enjoy reading and writing activity sessions
2. Learn new words and use them often
3. Actively participates in debate, public speaking, writing

Some of the common phrases generally used:
1. Let's talk later
2. In other words
3. The word you are looking for is

Learning Methodology used:
1. Read the important points aloud
2. Use acronym mnemonics for memory sequence
3. Prepare your notes or record the lectures

D. Kinesthetic Style: The physical world inspires you.
General Behaviour:
1. Enjoy the feel of touching the things around
2. Like sports and exercise
3. You feel regular class work boring
4. You enjoy dismantling and assembling without referring to the user manual

Some of the common phrases generally used:
1. I can't get a grip on this
2. I have good feelings about this
3. That doesn't sit right with me

Learning Methodology used:
1. Use specimens to understand the subject
2. Flash cards help you in memorizing
3. Use drawing as means to understand the concept
4. Use simulation to understand
5. Don't read a single subject for a longer period of time

E. Logical Style: You use logical reasoning to analyze and interpret.
General Behaviour:
1. Try to correlate apparently to distinct or even meaningless content
2. Work with numbers and perform complex calculations with ease
3. Have a well-defined plan to work on problems and issues
4. Like creating agendas, schedules and then prioritize
5. You support your ideas with examples and facts

Some of the common phrases generally used:
1. That's logical conclusion
2. Let's make a list
3. Follow the procedure stick to the process

Learning Methodology used:
1. Pay attention to the details
2. Explore the connections between various details
3. Prepare your own study material (with clear key points)
4. Overanalyzing at times is dangerous (know your limit)
5. Always work in definite time frame

F. Interpersonal Style: Your strength lies in the social network, good at verbal and nonverbal communication.
General Behaviour:
1. Help people around with advices
2. Always empathetic
3. Enjoys learning in groups or by team activities
4. Prefer social activities

Some of the common phrases generally used:
1. Let's work together
2. Tell me what are your thoughts
3. Let's explore your choices

Learning Methodology used:
1. Form your own study groups (similar thinking groups)
2. Spend some time in introspecting
3. Maintain your individuality, don't be carried away

G. Intrapersonal Style: You are more private, independent and introspective.
General Behaviour:
1. Spends time on introspection
2. Ponder more on past events and take strength from a challenge successfully chased
3. Enjoy travelling to help you understand yourself
4. Don't easily mingle with the people around
5. You set goals and prepare a plan

Some of the common phrases generally used:
1. This is what I think or feel
2. I need someone to respond
3. I am confident that this works

Learning Methodology used:
1. Enjoy learning alone
2. Set goals and work in timeline
3. Personally attach to the things you do
4. Your thoughts are highly influensive, so maintain positivism at all times

eLearning is a new generation tool in the training sector, which includes all forms of electronically supported learning or instruction. eLearning is the computer and network-enabled transfer of skills and knowledge. eLearning applications and processes include web-based learning, computer-based learning, virtual education opportunities and digital collaboration. It can be self-paced or instructor-led and includes media in the form of text, picture, animation, streaming television and sound. eLearning is presently employed by the corporate sector to educate its employees and customers, abreast them with latest technological advancements. My work experience with these eLearning tools is very positive. Articulate storyline, Adobe

Captivate and Camtasia Studio are the best eLearning tools based on the features, capability, interactivity and user friendly approach.

Articulate Storyline: Articulate Storyline has the largest and most active eLearning community. This eLearning community contributes a lot to the development and promotes the use of Articulate Storyline. This acts as an extension to the power point presentation. This is a powerful software that even provides the complex interaction with simple ease. This is very good for those who want to author a course with a standalone product.

- Ability to develop and publish interactive custom eLearning content through multiple platforms and formats, including Flash®, HTML5, and iOS.
- An interactive feature like slide layers, screen-recording, software simulation and triggers allow flexible interactivity.
- Extensive character library with thousands of expressions help the learners glued to contents and provides an active learning environment.
- Creating a quiz, course, simulation can be added with ease.
- Simple enough for beginners, yet powerful enough for experts.

Adobe Captivate
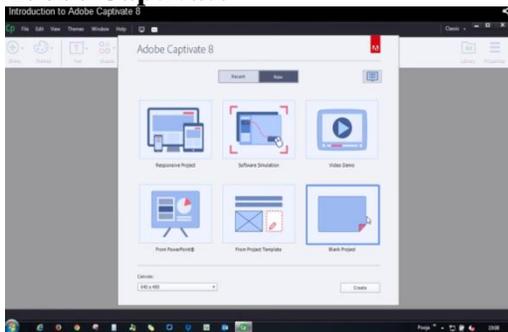
Adobe Captivate provides the rich multimedia experience. This application works on multiple platforms. It is as simple as just clicking 'publish'. It can create Quiz in no time.

- Ability to publish to HTML5, allowing users to make lesson content available on a desktop, tablet, mobile device, anywhere!
- Incorporates different languages very nicely.
- If You Tube is your content distribution platform, then captivate is the right tool.
- The interactive elements come with ease, extensive quiz options, complex branching are nicely integrated.
- Integrates magnificently into Learning Management System (LMS).

Camtasia Studio

Camtasia Studio is by far one of the best screencasting tools available for both Windows and MAC computers. The video production is simple and flawless, even an average computer user can create video screencasts within minutes. The final output quality is high definition and low file size. The programs support the animations, transitions and other general video effects.

- You need not worry about video sizes, dimensions and the output format of the audio and video.
- Camtasia offers easy editing options in a timeline and storyboard view.
- Camtasia allows you to quickly export the project as a zip file.
- Multitrack recording and rendering allows you to record multiple clips one by one and combine them to produce a single output.

Conclusion

The approach to accept the basic reality that heterogeneous learning community exists in a classroom will definitely bring a change among the learners (students). The knowledge of different learning styles will help the teacher capitalize on students' strength. The learners turn into smart learners by the speed and quality of learning. The eLearning tools Articulate Storyline, Adobe Captivate and Camtasia Studio provide a means to address all the learning styles at the same time, that's great, isn't it.

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19. Story Telling: A Tool to Enhance Core Communicative Competence

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Communicative competence is the knowledge that enables to speak and understand a language. Typically it refers to how well we communicate. Students from vernacular background feel it difficult to analyze and express their ideas in English due to lack of competence. Stories are used as tools to enhance their communicative competence. Generally everyone shows interest towards stories. Storytelling is a form of narrative, which is a primary mode of communication for individuals who use language to communicate ideas and emotions. Inspite of long or short simple or complex regardless of their form stories bring lot of connection between people. Individuals can use stories in their own way and acquire knowledge in various ways. Story telling began somewhere in ancient period in India. Stories are told either to develop morale of the learners, or to enlighten their minds. We can draw the attention of the learners with these stories, as the stories are very attractive and pleasing to everyone, due to easy comprehension.

So, the author got the idea of motivating the students to improve their communicative competence using this technique. It is observed that there is incredible change in their speaking and writing skills. Moreover they participated very actively and also learnt with enthusiasm. However, the present paper deals with the ideas of developing their speakingskills.

The paper shares some thoughts that were inspired by experiences in the class room. Communicative competence compiles of the speakers internalized knowledge both of the grammatical rules of a language and of the rules for appropriate use in social contexts. Communicative competence notion is the theories that improve communicative approach to foreign language teaching. Canale and Swain in 1980 defined communicative competence in three different ways.

1. Grammatical competence : words and rules
2. Sociolinguistic competence : appropriateness
3. Strategic competence: appropriate use of communication strategies

Earlier in traditional classroom teaching grammatical competence was given top priority. In globalized conventional way through the influence of communicative competence language teaching, it is understood and widely accepted that goal of language education should be through communicative competence only.

In the initial stages of language learning the facilitators as well as the learners must be aware of the goal of communicating efficiency. The learners using their proficiency in the language should avoid confusion and understand the grammar, vocabulary and improper pronunciation and make use of strategies to avoid communication breakdowns.

Story telling will convey the events in words and include plot, characters and narrative point of view. Stories are very effective educational tools because listeners become engaged and therefore remember. Story telling can be looked at as the foundation for learning and teaching.

Our present syllabus consists of a prescribed book "English for employability" by Prof. K. Purushotham of Kakatiya University. From the contents of the book, 10 short stories are taken as an I Year syllabus. The stories are very lively and the narrators are all inspiring people for the students.

The short stories of the book are related to celebrities and entrepreneurs like Satya Nadella CEO of Microsoft, Patricia Narayan an entrepreneur, Dhirubhai Ambani, Dabbawala Business people of Bombay etc. The stories being very inspiring to professional student community are taken by the students in the classroom with lot of interest. The classroom teaching has become student-centered in doing the text in the classes.

Initially in the class room the students are given chance to read the stories 4 to5 times. As one of them is reading remaining students listen carefully with lot of interest and enthusiasm towards the story. A questionnaire is prepared by the facilitator and the students analyze the answers after reading. In the beginning, students hesitated to participate in the classroom but as the stories were very interesting all the students took part in the classroom very actively.

The participants voluntarily took chances and improved their oral proficiency and increased their engagement with self-motivation to speak personally when given a specific topic in the story through self-assessment opportunities. Although the focus was on speaking kills of the students, the facilitator also gave guidance to the participants on how to monitor their vocabulary and sentence complexity along with the pronunciation.

As discussed earlier communicative competence consists of words, rules and appropriateness in communication, all these were achieved in the processes of learning. After the story was completed, the facilitator also conducted debates on the topics of the text book. Learners participated very actively coming out with their own ideas and pursuing their own way of communication. There was a drastic change seen among the students in the areas of proficiency of language from the first narrative to the last narrative of the text.

Keeping in view the enthusiasm of the students in learning, we also took initiation in making the students interact with the writers of the narratives. "Smt Jyothi Reddy" writer of the lesson "Yet I am not defeated" was asked to visit our institution, on her visit to India from America. Students in large numbers participated in the interactive session with the author, which surprised me to see their self-confidence and proficiency in language.

Conclusion

Finally I found that all participants developed their oral proficiency and gained self-confidence with a positive learning experience. Learners from vernacular background autonomously developed their language skills. During the process the instructor's feedback, role and materials of questionnaire were also crucial. The instructor not only facilitates the

participants but also supports their weaknesses by providing feedback to develop their speaking skills.

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20. Technology an Effective Tool to Enrich one's Language Skills

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The role of English in India has changed from time to time. English was considered to be a humanizing force during the pre-independence phase. It gained the status of a library language after independence. In the last decade of the twentieth century it became the means to upward socio-economic mobility. In the twenty first century, there is a greater demand for English. A graduate with proficiency in English has better job opportunities than a graduate in history of sociology. English is directly connected to the academic and employment prospects of Indian graduates. In the 1980s a graduate with competence in English had options like conducting tutions, study for competitive exams or take a course like LL. B. In the present century the graduates proficient in English are offered lucrative jobs. Now, more numbers of students have the opportunity to go abroad for academic progress or for a prospective career. Thus, globalization has increased the employment opportunity for such graduates. The students want to learn English as there is a great demand for communicative English in the job market. Communicative English is developed in students by concentrating on their communication skills which comprises composition and comprehension which is divided into four basic skills-listening, speaking, reading and writing.

New Teacher - Learning Technologies

Education is a preparation for life. English language and English communication skills are the need of the hour. Multinational companies are flooding into our nation to recruit our students. A good command over English has become highly essential. A number of innovative and easily understandable teaching methods to learn and teach English are becoming popular. It is the teacher who lays the foundation on which the individual can build throughout his career. For this, a teacher should be aware of the latest technologies, explore new ideas and have a certain amount of specialization in the subject. This paper attempts to focus on the technologies that have emerged to learn and teach English and teacher development to cope with the changing scenario.

Electronic learning

Electronic learning is a type of Technology supported education / learning (TSL) where the medium of instruction is computer technology, particularly involving digital technologies. E-1 earning has been defined as 'pedagogy empowered by digital technology1. In some instances, no face- to- face interaction takes place. E-learning is used interchangeably in a wide variety of contexts. In companies, it refers to the strategies that use the company network to deliver training courses to employees. In the United States, it is defined as a planned teaching / learning experience that uses a wide spectrum of technologies, mainly Internet or computer-based, to reach learners.

1. Market: The worldwide e-learning industry is estimated to be worth over thirty-eight (38) billion euros according to conservative estimates, although in the European Union only about 20% of e-learning products are produced within the common market. Developments in internet and multimedia technologies are the basic enabler of e-learning, with content, technologies and

services being identified as the three key sectors of the e-learning industry. e-Learning is a catch-all term that covers a wide range of instructional material that can be delivered on a CD-ROM or DVD, over a local area network (LAN), or on the Internet.

2. Growth of e-learning: By 2006, nearly 3.5 million students were participating in on-line learning at institutions of higher education in the United States. Many higher educations, for-profit institutions, now offer on-line classes. By contrast, only about half of private, non-profit schools offer them. The Sloan report, based on a poll of academic leaders, says that students generally appear to be at least as satisfied with their on-line classes as they are with traditional ones. Private institutions may become more involved with on-line presentations as the cost of instituting such a system decreases. Properly trained staff must also be hired to work with students on-line. These staff members need to understand the content area, and also be highly trained in the use of the computer and Internet. Online education is rapidly increasing, and online doctoral programs have even developed at leading research universities.

3. Technology: In 1997 Graziadei, W.D., published an article entitled "Building Asynchronous and Synchronous Teaching-Learning Environments: Exploring a Course/Classroom Management System Solution". They described a process at the State University of New York (SUNY) of evaluating products and developing an overall strategy for technology-based course development and management in teaching-learning. The product(s) had to be easy to use and maintain, portable, replicable, scalable, and immediately affordable, and they had to have a high probability of success with long-term cost-effectiveness. Today many technologies can be, and are, used in e-Learning, from blogs to collaborative software, e-Portfolios and virtual classrooms. Most e-Learning situations use combinations of these techniques. Along with the terms learning technology, instructional technology, and Educational Technology, the term is generally used to refer to the use of technology in learning in a much broader sense than the computer-based training or Computer Aided Instruction of the 1980s. It is also broader than the terms Online Learning or Online Education which generally refer to purely web-based learning. In cases where mobile technologies are used, the term M-learning has become more common. E-learning, however, also has implications beyond just the technology and refers to the actual learning that takes place using these systems.

E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term Blended learning is commonly used. E-Learning pioneer Bernard Luskin argues that the "E" must be understood to have broad meaning if e-Learning is to be effective. Luskin says that the "e" should be interpreted to mean exciting, energetic, enthusiastic, emotional, extended, excellent, and educational in addition to "electronic" that is a traditional national interpretation. This broader interpretation allows for 21st century applications and brings learning and media psychology into the equation. In higher education especially, the increasing tendency is to create a Virtual Learning Environment (VLE) (which is sometimes combined with a Management Information System (MIS) to create a Managed Learning Environment in which all aspects of a course are handled through a consistent user interface standard throughout the institution. A growing number of physical universities, as well as newer online-only colleges, have begun to offer a select set of academic degree and certificate programs via the Internet at a wide range of levels and in a wide range of disciplines. While some programs require students to attend some campus

classes or orientations, many are delivered completely online. In addition, several universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchase, student governments and student newspapers. e-Learning can also refer to educational web sites such as those offering learning scenarios, worksheets and interactive exercises for children. The term is also used extensively in the business sector where it generally refers to cost-effective online training.

4. Services: E-learning services have evolved since computers were first used in education. There is a trend to move toward blended learning services, where computer-based activities are integrated with practical or classroom-based situations.

5. Goals of e-learning: E-Learning lessons are generally designed to guide students through information or to help students perform in specific tasks. Information based e-Learning content communicates information to the student. Examples include content that distributes the history or facts related to a service, company, or product. In information-based content, there is no specific skill to be learned. In performance-based content, the lessons build off of a procedural skill in the student which is expected to increase proficiency.

5.1. Computer-based learning: Computer Based Learning, sometimes abbreviated to CBL, refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. The concept is generally seen as being distinct from the use of computers in ways where learning is at least a peripheral element of the experience (e.g. computer games and web browsing).

5.2. Computer - based Training: Computer-based training (CBT) services are where a student learns by executing special training programs on a computer relating to their occupation. CBT is especially effective for training people to use computer application because the CBT program can be integrated with the applications so that students can practice using the application as they learn. Historically, CBTs growth has been hampered by the enormous resources required: human resources to create a CBT program, and hardware resources needed to run it. However, the increase in PC computing power, and especially the growing prevalence of computers equipped with CD - ROMs, is making CBT a more viable option for corporations and individuals alike. Many PC applications now come with some modest form of CBT, often called a tutorial. Web-based training (WBT) is a type of training that is similar to CBT; however, it is delivered over the Internet using a web browser. Web-based training frequently includes interactive methods, such as bulletin boards, chat rooms, instant messaging, video conferencing, and discussion threads. Web based training is usually a .self-paced learning medium though some systems allow for online testing and evaluation at specific times.

5.3. Computer-supported collaborative learning (CSCL): "Computer-supported collaborative learning (CSCL) is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology. Collaborative or group learning refers to instructional methods whereby students are encouraged or required to work together on learning tasks. It is widely agreed to distinguish collaborative learning from the traditional 'direct

transfer' model in which the instructor is assumed to be the distributor of knowledge and skills." Lehtinen et al. 1

6. Pedagogical elements: Pedagogical elements are an attempt to define structures or units of educational material. For example, this could be a lesson, an assignment, a multiple choice question, a quiz, a discussion group or a case study. These units should be format independent, so although it may be implemented in any of the following methods, pedagogical structures would not include a textbook, a web page, a video conference or Podcast. When beginning to create e-Learning content, the pedagogical approaches need to be evaluated. Simple pedagogical approaches make it easy to create content, but lack flexibility, richness and downstream functionality. On the other hand, complex pedagogical approaches can be difficult to set up and slow to develop, though they have the potential to provide more engaging learning experiences for students. Somewhere between these extremes is an ideal pedagogy that allows a particular educator to effectively create educational materials while simultaneously providing the most engaging educational experiences for students.

7. Communication technologies used in e-learning: Communication technologies are generally categorized as asynchronous or synchronous. Asynchronous activities use technologies such as blogs, wikis, and discussion boards. The idea here is that participants may engage in the exchange of ideas or information without the dependency of other participants involvement at the same time. Electronic mail (Email) is also asynchronous in that mail can be sent or received without having both the participants' involvement at the same time. Synchronous activities involve the exchange of ideas and information with one or more participants during the same period of time. A face to face discussion is an example of synchronous communications. Synchronous activities occur with all participants joining in at once, as with an online chat session or a virtual classroom or meeting.Virtual classrooms and meetings can often use a mix of communication technologies.In many models, the writing community and the communication channels relate with the E-learning and the M-learning communities. Both the communities provide a general overview of the basic learning models and the activities required for the participants to join the learning sessions across the virtual classroom or even across standard classrooms enabled by technology. Many activities, essential for the learners in these environments, require frequent chat sessions in the form of virtual classrooms and /or blog meetings/

English Communication Lab: A well equipped English communication Lab may contain a TV set, podium, mini library with English books, Digital video camera, microphone, Group Discussion tables, DVD player, Charts displaying speech mechanism, 3D animation techniques and so on. A TV set in the lab will help students to watch BBC news, short English films and CDs accompanying books. An English movie can be screened and the students may be instructed to write the story of the movie.

These are the best sources to learn the accent of English from the standard sources. DVD players and speakers enhance speaking skills. Students can be asked to listen to dialogues and repeat the same. They can also be made to listen to a story in the CD and made to do exercises from the story such as fill in the blanks or choose the best answer and so on. In conventional classrooms students are dumped in a single place for many hours. To avoid this monotonous learning the

young children can be taken to a shopping centre, a chocolate factory, stadium, power plant and so on.

In the lab they can be made to stand at the back of the podium with a microphone in hand and be asked to deliver a short speech about their visit, in English or a simulation is created and the students can be exposed to real life situations; for example meeting a foreigner or imagining that they are in a English speaking foreign country and communicating with the native speaker. Many such situations can be given and the students can be trained to speak English according to the given situation. Their speech can be shot and recorded with the help of Digital video camera and the same can be displayed on the TV. This method provides much scope for self-motivated learning thereby the students can correct themselves by watching their own presentation on the TV screen.

Digital video cameras can also be used to record and screen the presentation of the students while they participate in Group Discussion, Debate, Mock Interviews and so on. 3D animation techniques in the lab are used to illustrate the movement of the lips and mouth during articulation which helps to improve their pronunciation. All these new methods of learning arouse curiosity and interest in learning. It is also quite different from the conventional classroom method of learning and teaching.

Multimedia English Lab - This lab may have computers and headphones providing a system to each student individually. These computers loaded with English software help learning a lot. A number of soft ware companies have flooded the market.

For example, Globarena software facilitates English learning through its diverse features. Students can learn basic spelling rules, reading from tables, letter writing and grammar. A passage scrolls quickly; they can pick the central idea from this passage and answer the exercises based on the passage. Techniques of reading namely skimming, scanning, note taking and concept mapping are shown with the help of many exercises. Listening skills - It contains ten lessons, students hear each lesson with the help of play, stop keys and answer the exercises like fill in the blanks, matching, choose the best answers and so on.

There are also many more new soft wares available to enrich the phonology, morphology, syntax and semantics in teaching updated by the Teacher - Learning Technologies.

Conclusion
E-Classrooms **-** Thus, we come-to know, Power point presentations and over head projectors play a major role in teaching English to students. Phonetic sounds and symbols are dumped in CD and students can be made to visualize and hear the sounds of the symbols with the help of windows media player software in the computer.

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21. The Role of *Facebook* as a Teacher of English Language Teaching and Learning in and outside of the Classroom in the 21st Century

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Introduction

Tremendous changes in technology brought a new shape in language learning, utilizing social network, especially Facebook, Online Social Network. Facebook was launched on February 4, 2004 by Mark Zuckerberg in California.Facebook is a free Social Network and available in Computers and smart Mobile Phones also. Users, who are above 13 years, can create an account and keep utilise Day and Night, Twenty Four Hours. It is user friendly to share posts such as daily News, Jokes, Inventions, Business Offers, Audios, Videos , Pictures, Weddings, Video calling and exchange words etc. Users can create a group and chat one and another. There are two types of sharing; one is Public and Privacy. Majority students are affected by Social Networks, to turning their attention towards learning rather than only browsing, teaching through Facebook is better idea bringing students interest in learning .But the foremost question here is whether Facebook can play the role of a Teacher .The Universal definition of the word teacher is 'teacher is a Philosopher, Guide and Friend '. Let's examine whether Facebook is a Philosopher, Guide and Friend or not.

Philosopher

The word "Philosopher" comes from the Ancient Greek 'philosopher', which means "lover of wisdom". Philosopher is person who is called an Intellectual in a particular field. He brings new innovations into that field before ever done in that. Philosopher gains huge Knowledge over his interested subject , based on that knowledge he creates new methods, new things ,new ideas which can make radical changes into lives of each and every living Human Being. These fields are such as Philosophy, Metaphysics, Ethics, Social theory, Aesthetics. Logic Political philosophy, Epistemology, and who worked in the Humanities or other Sciences such as the Arts, Sociology, History, Economics, Linguistics, Anthropology, Theology, Sociology, and Politics. This Knowledge related to finding unresolved problems and saluting them. The ultimate goal of Philosopher is living his life according to the world but his bolded focus on brining solution to the existential questions about the Human conditions. Facebook has a Treasure of Knowledge .A Learner can get any field of Knowledge through Facebook as he can share his views with others. He can ask questions as answer the questions. Facebook has a lawful Wisdom as it warns the Readers and views what is what and suggestible are not. A Teacher may expert in his own field but Facebook is an expert in many fields .Hence facebook can be called as a Philosopher. Learner is motivated by Teacher always for the sake of Innovations. Facebook also encourages learners towards Creation. Facebook can present new languages while commenting post as a Philosopher. Facebook shares so many ideas to the society as a Philosopher and it never hides its Knowledge. Examples of SMS language are 'Ok = k; Good Night = gud 9t.' Teacher and Facebook both can aware of current social events and do they make students conscious of all these updated and upcoming issues to resolve. Now a day's many problems are being solved with the help of Facebook Users, helping Needy, rescuing People from Fire and Wells, posting ideological Material about God and Mysteries existences.

Guidance

Half of the Success depends on proper Guidance. Guidance can lead every one life into a smooth and comfortable paves. But where can we get this guidance? Teacher is the best Guide to anyone's life. Learners are suggested to join Schools as early as possible at early stage though they have parents at their homes. Because their parents strongly believe that a teacher can guide their children for the sake of their children's bright future. If a person has great deal of zeal over his successive goals and his bold attempts are being admired by many people still he is at door step of failure. Why. There is a very simple and single problem with that, which is called lack of guidance. We are surly indebted to the guidance from childhood to old age. When we were as child our Mother says, how to drink milk and our father enjoys to teach us how to walk. Absolutely these are called guidance. Facebook can also guide each and every learner with that same way how to learn English language as a guide.

Language learning is a Skill. It can be learnt everyone by practice. There are two classifications in language learning skills, primary skills and secondary skills. Primary skills are Listening and Speaking, secondary skills are Reading and Writing. Let's examine how Facebook can guide learner to these four skills. One who speaks good language he must be a good practitioner of Listening. Every language has many accents according to the practice of that particular region's people. Facebook familiarises learners with many accents whereas single language classified into different accents as a Guide. For example in Andhra Pradesh Telugu is mother tongue of all learners but its form and pronunciation differs from Rayalaseema to Costa, Costa to North Coastal districts such as Srikakulam, Vijayanagaram, East and West Godavari and Guntur, Prakasam. Hence all accents available in Facebook for Learners. So Facebook is a single well suited comfortable weapon to shoot many problems. Facebook's initiation avoids monotonous of learners listening with different audios and it creates jolly weather among learners. Learner's interest does not allow pretention of learner because learner can choose his own interested music lessons and enjoy learning topics in English language learning. Sometimes learners may not get idea at one glance then there is flexibility to listen again and again. There is flexibility to understand complete meaning of message while getting repeated listening when learner falls into confusion. Facebook is a eternal Guide and it guides each and every individual with special care without getting rest .Listening is a difficult task because it is a passive activity and learners keep feeling as bore but Facebook cleverly alters their attention over their interested activities like listening music, playing Games which are related to Subject without escaping from lesson as a guidance.

Coming to Speaking skill, the aim of teaching English is enabling learners to speak well versed for better understanding to listeners. Learners can utilise their leisure time to learn within the classroom or outside of the classroom, where it became basic skill for Communication. It has a reputed place on conversation and it can be obtained through more and more listening and constant practice of speaking. Speaking and Listening are primary skills which can be obtained by illiterates too but it is needed to practice for better skill, under the guidance of Facebook. There are some suggested objectivities to furnish Speaking skill. Speaking with clarity and fluency is the glorified beauty of language. Facebook guides learners, how to improve fluency and using rhythmic language with wonderful word order .Facebook is not exceptional for video calling where as Learners feel free and joyful to speak hours together .Where learners are needed

to speak with natives of English Speakers Facebook guides speaker in selection of that particular accent then speaker can easily check that audio-visual recording and pre-plan how to drag attention of Listener.

Facebook can guide speaker, modifying his style of language, body language, pause and intonation, stress patterns and rhyme and rhythm of sentence making. It is very easy to post in Facebook and get feedback from all over the Globe with different ways and different styles. After feedback of the Facebook Learner can estimate his progress and plan for next what to do or not to be done. It creates ability to practice his own ways. Learners have multiple styles to learn they want. Facebook Learners are limited at sky only in their practice of speaking skill. It creates many Opportunities to practice their speaking skill such as sharing their Opinion on Political views, **Narrating and Describing current events in Society.** Learners can get benefits if they address themselves to society as Facebook guides. Facebook itself is the greatest E-library which gives all fields of information at one file and where number of Readers can read a single book at same time .Reading holds the real communicative competence in English Language Learning. Reading or the ability to understand written language is most useful skill for English language learners. Reading functions so many performances and its importance can't be denied in Computers, Internet, Mobiles and what we refer to Dictionaries, Railway time tables, News Papers, Letters, Reports, Novels and Books in daily life. It is for two purposes, One is Pleasure and Other Information.

Reading is secondary skill. There are many ways to improve Reading skill. Reading is the best Method to gain Knowledge .Facebook guides how to read a book, for example if you want to read a News Paper you can complete within a single minite or one hour. There are two methods to read News Paper, One is reading only headings but not going to in details of matter which is called Skimming method. If we come to second method, it concentrates on each and every detailed matter of script, asking questions and getting answers. This method is called as Scanning method. As a Teacher Facebook habituates Learners reading News every day and what to be read and what not to be read. Readers are updated with fresh Knowledge. Unlimited Learners can read a single book at a time. Facebook guides how to manage time while reading. Facebook guides how to manage time without losing a single minute while boarding bus, waiting at Railway Station and make utilise leisure time. When reader is in journey there may get very little time then Reader thinks himself to choose which is apt to finish. So here Facebok guides how to select a topic regarding to that particular gap. Reader's speed of reading is sometimes slow, sometimes medium and sometimes very speed based on time, it means reader enhances his reading skill acccording to situation. Readers can practice number of times, setting time and getting self evaluation.

Arranging words as sentences in a well planned sequence is called skill of Writing. Learner's journey ends at the skill of writing .One who has the skill of good Writing almost called as complete man at that language. It is productive skill where Learner transforms Thoughts into Language. The Learner need not worry about Pronunciation, Stress and Intonation patterns but should cautious about Spelling mistakes. Facebook guidance is ever appreciable to enhance the skill of Writing. It guides how to post your Comment, the skill of Narration, Describing events. Facebook as a Guide renewing the ideas of Learner, encourages for new sentences framing which catches the attention of Reader. Facebook suggests that Writer, how to

use apt words and guides in selecting Synonyms and Antonyms what makes the beauty of language .Facebok has so many Pictures, Images. English language Learners can describe those all what they like. Every day there are unlimited posts of picture, it provides access to learner commenting in different ways and think of new word formations. English learner can narrate a story on his own way and post that .Facebook has many users, every individual mind is unique to other, in that way there is chance to post all types of writings in practice. Facebook guides Learner how to comment a post, how to narrate a story and how to descrying a Picture. Sometimes errors may occur in Writing then Facebook allows Writer to rewrite that post and remove that previous post. It means Facebook guides how to edit Things. Grammatical mistakes are shown while typing matter then learner can find and correct them.

Friend: According to Oxford dictionary the friend is:
- a person who gives assistance, patron and support.
- a person whom you like and being enjoyed with him.

   The greatest achievement of teacher is making enjoyable learning among Students. That enjoyable learning will be caused only when the class is student centric, it means learning should not be a routine activity because it feels monotonous, so the access of Student's initiation points key role. Learning activity is the very easiest task when the Relationship between Teacher and Learner is such as Friendship. In this 21st Century Internet Technology has left its footprints in an incredible way, seeming to download even food from internet .According to British council research 69% of the hands are indebted to mobile technology that means it stretched its hands up-to every individual without leaving at any stage and users of Social Networks are more than 40% especially Facebook. So teaching English Language Learning through Facebook becomes friendly activity .Now we can examine how Facebook can play a role of Friend while learning English as Second Language.

   Shyness is the greatest problem in Indian English language learners, students have not dare to ask questions and solve their problems on the spot, with this trouble Learners keep carrying their shyness and problems years together but our friendly Facebook allows every doubt to resolve with equal encouragement. Facebook makes integration among students killing Social, Biological barriers and connects everyone in Language Learning activities. Facebook motivates learners to shedding Shy, sharing each and everything which is sharable. Facebook can share any message to all Students within a single click, such as class notes, academic materials, course text books and informs information in rainy season disturbed classes and holidays. Facebook plays a tutor role at home clarifying unresolved doubts, making home work, Facebook engages learner even outside of the class with joyful manner. Facebook doesn't allows monotonous of the learners if learners feeling bore it alters their attention and drags into fun activities having fun without losing their interest as a Friend. Facebook can move any heart with a single word 'Hello'.

Conclusion
   Facebook is an aid in English language learning in and outside of the classroom but it never be an alternation or substitution to teacher though it has many characteristics of good Teacher. Facebook doesn't allow learner to shift his attention from interested English language learning. Facebook is a student friendly in language learning. The guidance of Facebook resembles as a

guidance of good Teacher. We can assert and affirm that Facebook is the production of Philosophers. So, Facebook is a good Friend, suitable Guide and amazing Philosopher like a Teacher but cannot alter or substitute Teacher.

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22. The Role of Media in Language Classroom

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Introduction

Throughout the globe, media are accepted as a tool for entertainment. When attempts were made to incorporate them into the educational setting, they failed miserably. This is a scenario, which is true even in a developed country like the United States. For example, programmes like Apple Classroom teaching proves that the idea of 'media as an instructional tool' is still not accepted by the masses. In India also the government has taken many proactive stages to bring the media into the class room. As evidence of this effort stand programmes like the country wide classroom (UGC), Indira Gandhi national Open University (IGNOU) Programmes, English by air, and satellite instructional television experiment (STTE) but unfortunately all of them failed to meet the success that was Anticipated.

One of the reasons for this apparent failure of media in the educational setting seems to be that beliefs of practicing teachers and students are seldom taken into account. Teachers are never asked if they would use the media in the classroom and students are seldom consulted on the nature o programmes that should be broadcast. As a result, educational programmes funded by the government are seldom watched by the target audience. In order to understand this, we need to study the beliefs of teachers and students about the use of media in the classroom and how these beliefs impact on media use in the language Classroom.

Beliefs play a very important role in our lives. It moulds our way of thinking and behaviour. They serve as our guiding principles and influence all our activities. Kagan (1992) pointing out the importance of such studies argues that beliefs are "the clearest measures of a teacher's professional growth" and hence, it needs to be studied. Studies of teacher beliefs are essential in order to improve the standard of teaching practices and teacher training programmes.

It has been established by research that novice teachers possess a well-developed set of personal beliefs about learning and teaching before they enter the job as teachers. It has also been established that pre-service teachers prior beliefs have more influence than formal teachers education in shaping their teaching and positive change can happen if attention is given to teachers' previous beliefs, attitudes, and values.

Media for Education setting

In teaching, media are part of instructional technology which is "replicable means, forms or vehicles by which instruction is formatted, stored, and delivered to the learners." (Schwen, 1977) Using media can enhance student performance. (Riccobono, 1984) Forseeing this potential of the media, the governments of various countries started taking an active interest in incorporating them into the curriculum. In the case of English different programmes were produced across the globe to teach the language effectively.BBC for example, broadcast two programmes "Pop world" and "Pop English" in order to teach English to ESL learners through pop songs. The govt of India in its educational policy formulated in 1986 stated that there is a "need of media support in education related to the requirements of curriculum as well as enrichment.

Media in classroom

Various kinds of media have been used in different classroom settings; researchers, throughout the world have attempted to determine their viability of in the classroom. In a study done in Vietnam, it was found that music could be used to learn/teach. (Mark HuyLe,1999). In American public schools, filmstrips, and documentaries are being widely used as materials for "enrichment". In a study conducted in Hong Kong, it was found that the listening skills of ESL students improved dramatically when TV news was used as a source of comprehensible input. (Poon,1992)

In India several studies have been conducted regarding the effectiveness of media in the classroom. Paul Neurath (1968) conducted a study on the effectiveness of T.V programmes telecast between 1964 and 1965. Kalimuthu (1991) made a comparative study of the effectiveness of learning through the visual media and print media with higher secondary students. Most of the studies done here focus on how the media affect students' learning; teachers have seldom been the object of study. Research done by Cuban (2001), Johnson (1998) and Schrum (1995) suggest that if the media are to be successfully incorporated into the classroom, it is essential to find out what practicing teachers think of media as a source of language input. Unfortunately, not many studies have been conducted in our countries which try to understand teachers' beliefs regarding the use of media in the classroom.

Studies on teacher beliefs regarding media

In a developed country like the USA, the use of media in the educational setting is yet to touch the expected mark. Many reformers believe that one of the reasons for this gap between media and education is the reluctance shown by the teachers to use media in the classroom. The reasons for such reluctance are supposed to be innumerious like, lack of training among the teachers, technophobia or simply not wanting to be innovative. Questions are still raised about the ways in which teachers use media in the classroom or the pace at which they are integrating media into the curriculum.

In a recent study, koulish et.al (1999) tried to find out pre service teachers' beliefs about media and its use in the class. For this purpose 25 undergraduates pre service teachers were used as samples for data collection. The tool used was online survey and interviews. After data analysis, it was found that these pre-service teachers had a negative attitude towards using media in the classroom. Since these teachers were not taught the media they didn't have any idea of how to use media in the class and hence they were unenthusiastic about using it. It was also found that the teachers had a very deep-rooted mistrust for the mass media. Hence, it was suggested that the teacher training programmes should be framed in such a way so that such programmes can act as an eye opener for the teachers enabling them to understand how to use the media in the class.

On the other hand, critics like Cuban (2001), hold such charges against the teachers as invalid, as the teachers don't have any say on such issues. The school authority and the government take such decisions to use media or not to use media in the class. Moreover Cuban (2001), also argues that the teachers are not trained enough to adopt media as an instructional tool "buying machines is an administrative decision; but using them has always been a teacher

decision". Thus the beliefs and opinions of teachers are always sidelined. It has also been argued that it just not enough to introduce media in the class. It was felt that research should also be done on what is media used for? How does it help in the classroom content or classroom management what are the beliefs of the teachers about using media in the class.

Dominant belief

A recent study on the beliefs of teachers provided some implications which I felt worth notice. They are:

1. Focus should be on the text books; teaching should be 'syllabus specific'. Given the fact that the teachers are syllabus specific, text bound, content oriented and examination focused, will their teaching practices promote or hinder media use in the language classroom? The classroom observation showed that the teachers are extremely syllabus conscious. Whatever they teach is restricted to the syllabus and the text. As such, anything that is not considered art of the syllabus is unlikely to find any lace in their teaching. This suggests for the media to become an integral part of the classroom, they have to be made part of the syllabus. If the media are incorporated into the syllabus, the teachers will be forced to employ them. Otherwise, these teachers will be reluctant to bring the media into the class room.

2. No new materials need to be brought to classroom. Since students are not interested in English, there is no need to experiment. Lastly, what they seem to believe is that the students are exam oriented so there is no point in experimenting. From the observations we have seen that we cannot blame the students, as they never had a single chance to learn from any form of media. The teachers are not experimenting or are scared to experiment as they are too syllabus specific and examination oriented. Since their dominant belief states that the completion of syllabus is of utmost importance any experimentation is not possible for them. This again reasserts the fact that the teachers are not going to use media in the class unless the syllabus prescribes it.

3. Teaching should be examination oriented. The teacher's primary task is to prepare the students for exams. The observations also made it clear that the teachers are extremely examination oriented. Since the aim of these teachers is to prepare the students for the year end exams, they concentrate on only teaching the content of the textbook. While they are doing this, they provide suggestions about how to answer the possible questions in the exam. Their purpose is to help the students get good marks in the exam. Since the focus is going to be on the exam it is not likely that they will use media, as questions from media won't figure in the exams. If the media were to become part of the syllabus and thereby the examination, then these teachers would consider employing them. But until such time, the chances of these teachers using them are remote.

From the above discussion it becomes quite clear that the teachers are unlikely to use the media unless there is change in their dominant belief or unless media are made an integral part of the syllabus. So, until the Government makes the use of media mandatory by making it a part of the syllabus, the use of media in the educational setting is likely to remain an unfulfilled dream.

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23. Teaching English in the Context of Global Scenario

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  English is a language to cross the borders and close the gaps. Due to importance of communication in every area of our life, we as English teachers need to teach language skills. If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. This paper deals with the importance of teaching English to fulfil the ever growing demands of English. The methods and approaches adopted or followed by teachers in the past to teach English language, the lacunae in their language teaching which is the second language for both teacher and students is discussed. Challenges before teachers in present day ELT are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfil their practical demands through effective communication skills apart from gaining command over English language is highlighted. This paper also deals with various language games which are introduced in teaching to create interest of students in learning English language apart from conventional learning.

Introduction

  Apart from the regular curriculum, it is very important for an individual to develop soft skills. It is very important for every person to maintain healthy relationships with clients. Soft skills are part of Communication Skills. You may like soft skills or hate these but you cannot ignore soft skills in any learning process, more so in learning and teaching a language. As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades. Many money-earning activities such as BPO, Medical Transcription and IT add to the importance and relevance of English in Every walk of life. Prof. Jacob Tharu Says, "English is no longer some remote but a powerful myster, lying hidden in the world of textbooks and examination."1

Conventional English Teaching

  In the past, students were introduced to English only in their sixth standard. Students learned English just as another subject like Mathematics, Physics and Chemistry and got very little opportunity to using it within the school as well as outside the school. The above context was appropriate for the use of methods that did not focus much on communicative competence. Language teachers adopted and followed some or all of the different methodologies listed below to teach the language.

1. **Grammar Translation Method:** This method was used by the teacher to teach young children, where teacher explained every word to students in the native language to make him understand and learn English. But in this method there was at least one disadvantage. Both the teacher and the student concentrated more on L1 rather than L2. In this method English language class seemed to be L1 class rather than L2 class. Students got only limited benefit through this method. Unfortunately, this method is still in use in many rural schools throughout India. This method is also supported by the methods used to teach mother tongue in our schools.

2. **Bilingual Method:** May be we should declare this as the method, our own favourite method in our schools. Most teachers follow the bilingual method to teach the students in Indian Schools,

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where the teacher first of all explains the entire English sentence in L1 and then asks the students to perform activities in English. Here, it used to be a main assumption that only the teachers have the freedom to take the help of L1 and students are not supposed to use it. However, this constraint is found mostly on paper, not is the classroom. When a student is in the process of composing his or her English sentences, abundant help through the use of mother tongue sentences is provided. This method does not help fluency and naturalness is language expression. Thus, this method became beneficial to students in learning the second language only up to some extent.

3. **Direct Method:** Earlier, teachers used to follow the direct method to teach Indian students mostly in private schools, which usually charge a higher tuition fee, etc. These teachers will stick to the practice of using only English, without depending on L1. Here, teacher is not supposed or authorized to use any single word from L1. This forced seclusion made students from many families with not past history of learning or using English face great difficulty in understanding certain words and their meanings. But this method turned to be more useful for the students to learn language than any other method as this method creates more encouraging language environment for students in the class room.

In the Context of English as a Subject
All the above methods have their own advantages and disadvantages, where the students learned English only as a subject rather than as language. They were also unable to put their learning into practice due to lack of a favorable environment. In addition to the above constraints, the teachers used to have very limited teaching hours, mostly from three to six hours per week which are not enough to teach the language elaborately giving emphasis for the basic elements of language. Another limitation seen in Indian teachers is that some of the English teachers are not familiar with the latest developments in ELT pedagogy. The situation is no better even at the college level as Robert Bellarmine observes, "The most serious problem in the teaching of English in our country is the appallingly small quantity and atrociously poor quality of English to which our learners are exposed". Teaching of English in India is examination-oriented only.

A challenge in Teaching English for Global Context
Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. English has a base in several countries and is considered as the most suitable and convenient tool for International communication. The people who have proficiency in this language could access large number of jobs and also were seen holding high position in many National and International Organizations. In the earlier days English was just like a Library Language, but now that notion has changed totally. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

Methods Adapted to improve English for Global Scenario
After a thorough analysis, and may more, have come up with a conclusion that group discussions, debates, Rolee-plays, Just a Minute (JAM) session etc., play a diversified role in improving soft skills of an individual.

1. **Group Discussions:** Due to the world wide growing trends in English, teachers give more emphasis to communicative approach rather than the lecture mode. Their main goal is to make the students effective communicators in English both inside and outside the classroom. To achieve this, they involve the students to participate more in classroom activities so that they will acquire adequate command over speaking skills. To create this environment, teachers can conduct group discussions, where students are supposed to speak only in English. Here, they can give their views, ideas and thoughts in English due to which they develop the habit of speaking fluently in English like they do in their mother tongue.

Various types of discussions also help students to improve their general awareness and understanding about current affairs. It gives a lot of scope for good imagination and deep thoughts. This type of discussions helps the students to listen to the views of fellow students which in turn helps them to gain knowledge and enrich the vocabulary also.

2. **Debates:** Debates too play an important role to improve the speaking ability of the students both at school and at higher level. Debates not only make the students to speak boldly and fluently but also help them to take one stand and be firm and consistent on that. Along with this advantage of reasoning, it gives students some experience to control their emotions without losing their temper. This also helps them to organize their thoughts and ideas in a specific way while speaking.

3. **Role Plays:** Role-plays are another important task that can improve the basic colloquial English of the learners. In role plays, the students assume themselves as one of the characters and behave and speak accordingly involving in the given character completely. In these types of activities teachers have to play a vital role as instructors and guide the students properly so that they can act appropriately to meet the situation. They should help the students now and then to understand and take up the role given to get a grip on the tone of voice.

4. **Just A Minute (JAM) Sessions:** Just a minute sessions play a very important role in the selection process. One has to talk for a while on a given topic without stopping. This is used to judge ability in individual with fluency in English. We all are Indians and whole world can understand that English is not our mother tongue. How fast you talk is not important, it is always that how convincingly you talk relevant to the topic.

5. **Computer Assisted Language Learning (CALL):** Now-a-days computer has become a part and parcel of our day-to-day life. it plays a vital role in the process of teaching and learning. Computers have made language learning easy and also made the language learning process interesting and enjoyable for both teacher and student throughout the world. CALL has reduced the burden of the teacher whose teaching methods will be out dated to teach language to present day generation of the world. It is described as one of the interactive methods that can help a learner according to their own ability the learner to look beyond the conventional mode of learning and encourages self learning.

6. **English for Specific Purposes:** As English has emerged as a global language, it also plays a vital part in every profession with respect its importance and demand. Every profession has its

own professional terminology which is used frequently in that particular profession. For example, certain terms used by the doctors, lawyers, et al. are quite different from those of other professionals. So, to benefit these professionals, English for specific purposes is introduced so that specific English words related to that particular profession can be taught by those professionals. Jargon related to one profession is different from the other. Hence every professional is taught in a particular manner that fits in well with his professional demands.

7. **Teaching Language through Visual Aids:** One of the innovative methods used by the teacher to teach language in classroom is visual aids. The teacher distributes visual aids to students by dividing them into various groups. The students are then given stipulated time to extract relevant information on the given aids. After that, those learners are supposed to speak about the visual aids given to them. This method expands the analyzing capacity of the students. By looking at the picture, the learner should think and come out with innovative thoughts which also help in learning language by creating fun-filled environment around them. The teacher acts as facilitator who motivates the students to talk freely. As each person gets their own unique thinking it helps to sharpen their thinking process.

8. **Language Games:** In addition to the above mentioned methods teachers also use various language games to teach English language apart from the conventional ways of language teaching, which helps in developing vocabulary from the language that is being learned.
   1. Crossword Puzzle
   2. Games to teach basics of grammar to the students through various structures. Here is an example for lower intermediate students:
Target structure: simple past words: bought, ran, ate, pen, smiled and walked.

Example sentences
Bought: He taught English.
Ran: She made a flan.
Ate: She was called Kate.
Pen: He was called Ken.
Car: They walked far.
Walked: They talked and talked.

Here is a difficult example to practice the present perfect: A list of 6 words such as pen, chair, dog, dictionary, travel agent and bus is provided.

Students should make sentences using the present perfect tense that contains a rhyming word.
Hat: She has become fat.
Chair: I've been to the fair.
Dog: He has burnt a log.
Dictionary: I've played Dictionary.

Conclusion
　　　To meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. In the era of competitive world, where the majority of the students are attempting GRE,

GMAT, TOEFL and IELTS good listening and speaking skills become an absolute necessity[3]. Communicative approach was totally neglected by teachers and learners which has become a global demand where students are supposed to communicate across the globe. Teachers should act as facilitators, and should observe how well students organize their thoughts while speaking with their fellow members. As language changes geographically due to dialectical variations, the teacher should take adequate steps to teach their student about neutral accent and their importance while communication. Students are also now facilitated by software to practice pronunciation through phonetics. To achieve the goals language learning today every college should be provided with language lab, sophisticated equipment like computers, LCD Projectors. In addition to these, our faculty too should update their knowledge, skills and should acquire thoroughness over their syllabus to meet the demands of globalization since English is seen as a key educational investment in this world. If provided with the latest language teaching tools and with the support of technology, one can teach the language effectively and motivate the students towards language learning.

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24. Teaching and Learning Pronunciation of English through Computer Assisted Language Learning (CALL)

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Learning to speak English as a Second Language (SL) or Foreign Language (FL) is a bit difficult at the time of acquiring the second language acquisition. Most of us in India learn English from books and from teachers but books don not speak and ESL teachers speak English as they speak their mother tongue. Pronunciation is an important aspect of speaking skill. It seems obvious that pronunciation should play an important role within such a language curriculum, and the training of this skill is still often neglected within traditional ELT classroom instruction. Intelligible pronunciation is one of the needed skills for speaking effectively in English.

The non-native speakers of English especially the Indian speakers of English face certain problems in articulating certain sounds of English. As there are many irregularities in English pronunciation, a learner should take care of learning spelling and pronunciation. This is so because the 26 letters have to function of 44 sounds. The sound system of English is studied under two main headings: segmental and suprasegmental. According to Seferoglu (2005), "Segmental aspect of the sound system includes individual vowels and consonants, and the suprasegmental aspect comprises word, phrase, and sentence stress, pitch contour or intonation, and rhythm".

Sounds are pillars of pronunciation. Fortunately forty four sounds are not difficult to learn. Only a few sounds among them are difficult to learn for Indian students. A single sound might be represented by a number of letters or letter combinations in different words. The pronunciation of the same letter is pronounced in different ways. For example the letter 's' is pronounced in the following words like /s/ in 'sun', /ʃ/ in 'sugar', /ʒ/ in 'visual', and /z/ in eyes, /k/ in character, /tʃ/ in choice, /ʃ/ in chef. It is inevitable to a learner to learn all these different sounds through listening. These sounds should be learnt carefully. Otherwise he/she cannot speak the correct pronunciation in English. Indian speakers have troubled with articulation of the suffixes: -s, -es, and past suffix –ed.

/s/ ⟶ caps - /kæps/, laughs - /lɑːfs/, stops - /stɒps/

-S, -es /z/ ⟶ goes - /gəʊz/, eyes - /aɪz/, tags /tægz/

/Iz/ ⟶ roses - /rəʊzɪz/, horses - /hɔːsɪz/, messages /mesɪdʒɪz/

/d/ ⟶ praised - /preɪzd/, clubbed - /klʌbd/, prayed - /preɪd/

- ed /t/ ⟶ booked - /bʊkt/, passed - /pɑːst/, laughed - /lɑːft/

/Id/ ⟶ wanted - /wɒntId/, rated - /reItId/, hated /heItId/
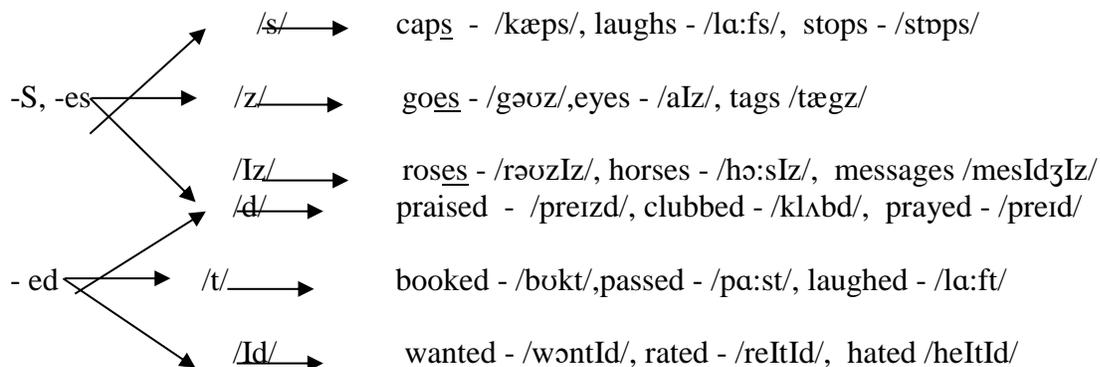
Speaking skill is developed at the time of childhood by all of us in our mother tongue. A child imitates sounds and words of his/her parents and elders. If the child listens to the same sound or word repeatedly many a time to a particular object, later the child uses the same sound or word wherever he/she needs it. Several such sounds are recorded gradually in the mind of the child through listening comprehension. It is needed repeated listening to recognize such sounds or words. Thus a speaker primarily recognizes and stores the information in the mind and speaks the same when even the occasion demands. Likewise the one method that works the most consistently in developing fluency and proficiency is extensive practice with native speakers. This repeated communication allows the student to make mistakes, receive feedback, and make corrections in their pronunciation.

Scientific inventions have influenced every aspect of human life. With the development of technology, computers play a significant role in day to day life in the twenty-first century. Computers are being used in classrooms for instruction in composition, literature, decoding, reading comprehension, spelling, pronunciation, vocabulary, grammar, usage, punctuation, capitalization, brainstorming, planning, reasoning, outlining, reference use, study skills, rhetoric, handwriting, drama, and virtually every other area of language arts. Computer Assisted Language Learning (CALL) is the use of technology enhanced methods and techniques in language learning and teaching (Kedrowicz & Watanabe, 2006; Gruba, 2006). Speaking is a skill that has usually been regarded as a difficult one to teach through the computer. However, using current CALL technology, even with its current limitations, for the development of speaking abilities, has gained much attention. CALL provides three ways of advantages for speaking skills:

- Tasks that require the learners to speak (video or audio-conferencing).
- Tasks that peripherally assist the skills required for speaking through focusing on other skills (text – based, Computer – mediated communication (CMC)).
- Tasks that require the computer to recognize and respond to language input.

One aspect of CALL is Computer Assisted Pronunciation Training (CAPT) which is based on the use of technology for teaching and learning the segmental and suprasegmental features of the sound system. Computer Assisted Pronunciation Training (CAPT) systems are specifically designed to evaluate and improve pronunciation in foreign languages. Pronunciation of English can be improved through the use of digitized speech Rostron and Kinsell (1995). Hardison (2004) opines that there are significant effects of CAPT in the acquisition of L2 prosody and generalization to segmental accuracy and novel sentences. CAPT systems allow students to access virtually unlimited and realistic L2 input through different channels to practice individually as many times as they wish, and to enjoy unlimited patience from the tutor.

The music of English: Stress, Rhythm and Intonation
Stress, rhythm and intonation are the most important features of English. These features are also called as prosodic features or suprasegmental features which are called the music of English. These features are very different from the features found in the language of India. So they should be learnt carefully and practiced by the Indian students. Non-native speakers of English have difficulty in producing stress patterns. Words can be split into two or more syllables which have a distinct stress. The shift in stress changes the pronunciation and in some cases their meanings

also. Each and every word has its own stress. Hence it is needed to understand which parts of a word receive stress and which ones do not. According to Zhang (1998) that computer technology can be usefully and successfully incorporated into a teaching curriculum to improve pronunciation. Hirata (2004) also opines that CAPT is effective in improving the ability of L2 learners in producing and perceiving pitch and durational contrasts. Raux and Kawahara (2002) also state that recent computer-assisted pronunciation learning focuses on two major areas: evaluation of and instruction of the different aspects of pronunciation such as stress and intonation.

In learning and teaching different aspects of pronunciation, CAPT offers a variety of interactive software packages for providing ESL/EFL learners with the opportunity to perceive and practice pronunciation. CAPT offers many advantages which are not usually available in conventional contexts. For example, Neri, Cucchiarini, &Strik (2002)point out that digitized pronunciation software allows students:

- Digitized pronunciation software packages afford high-quality sound and video clips of speakers, which gives the learner the opportunity to look at articulatory movements that are used in producing sounds (LaRocca, 1994). A person may also compare his voice to a model made by a native speaker.
- CAPT seems to be effective in improving pronunciation accuracy. For a wide variety of pronunciation skills, learners improve through the use of well-designed CAPT instruction.
- CAPT can also offer learners a chance to use many prerecorded materials.
- To access unlimited and realistic ELT input material through different channels individually and provide individualized feedback automatically and instantaneously.
- It has become possible to use computers, speech technology, and linguistics together to enable learners to hear a voice of a native speaker who mastered Standard English Shirer (2005). Students may then compare their performance to that model, sound by sound, and track their progress over time.
- CAPT systems can offer abundant, realistic, and contextualized spoken examples from different speakers by means of videos and recordings that learners can play as often as they wish. They can also provide opportunities for self-paced, autonomous practice; by inviting users to repeat utterances or to respond to certain prompts.
- CAPT provides immediate feedback effectively that allows learners to know which parts of their pronunciation are correct and which are not.
- It also provides native-like rhythm intonation can also be learned.

Speech Synthesis programmes

When it comes to using the computer not as a medium of communication (with other people) but as something to interact with verbally in a direct manner, the current computer technology's limitations is very noticeable. Presently, there are two fairly successful applications of Automatic Speech Recognition (ASR) where the computer 'understands' the spoken words of the learner.

The first is pronunciation training. Learners read sentences on the screen and the computer gives feedback as to the accuracy of the utterance, usually in the form of visual sound waves (Ehsani, 2007).

The second is software where the learner speaks commands for the computer to do. However, speaker in these programmes are limited to predermined texts so that the computer will 'understand' them (Domingo, 2007).

Some studies have stated the benefits of using automatic speech recognition in CALL application. Eskenazi (1999) found that learner's difficulties with specific areas of pronunciation namely phonemes and prosody could be detected in the speech waveform used in the system, which could be used in giving correction to learners.

- For English as a Foreign Language (EFL) learners who have rare chances to be engaged in speaking practice outside of the classroom, such programmes create an environment which increases the opportunities for them to practice speaking.
- A noteworthy obstacle for EFL learners in learning to speak is their fear in 'losing face' in class when they make mistakes during practice. Programmes equipped with ASR technology would allow learners to practice speaking without embarrassment. Thus enhancing learning when learners feel at ease when practicing speaking as a foreign language.
- For EFL/EFL learners, who have rare opportunity to interact with native speakers, instructional materials with ASR technology can assist those who are shy, who are afraid of 'face - losing' or who rarely have chances to speak with native speakers.

Suggestions to Use CALL/CAPT
➢ Computer facilitates learning; it does not teach. It works well for practice.
➢ Teachers need to be there in the language lab.
➢ Students should be felt that they can learn from mistakes.
➢ Consider scores and quantitative measures as secondary.
➢ Evaluate qualitatively.
➢ Observe whether the students really practicing or just going through the motions
➢ Goal should be defined. Teacher need to have a clear idea of what they want to achieve.
➢ A variety of lessons and software should be used. So that students don't get bored using the same old stuff.
➢ Teachers should know how to maintain the best balance in implementing CAPT in ELT classrooms.

Conclusion
Computers play a vital role in the process of teaching English pronunciation. Computer Assisted Pronunciation Training CAPT can help students to understand the differences in pronunciation, stress and intonation of English. It can help the learning of unfamiliar sounds, vocabulary, syntax, gestures, and dialogue structures such that the student can quickly understand and appropriately respond to sentences directed at them. Automatic speech recognition, voice synthesis, audio materials and highly interactive 3D environments can be used to learn, practice English pronunciation and can be memorized. It has made learning pronunciation easy and also made the learning pronunciation interesting and enjoyable for the students.

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25. The Importance of Soft Skills for Professional Students of Engineering Colleges in Guntur District

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Introduction

Globalization has brought India number of MNCs (Multi-National Companies) and number of job opportunities to our Indian students in it. Earlier many interviewers at recruitment complained that the most of the students who attend for interview are technically sound enough and most in them are lack in communication skills. And now there have been many changes in the hiring process that organizations would intend to recruit the persons have not only with communication skills but also other aspects of soft skills like problem solving skill, presentation skills, negotiation skills etc. They want their employees to be well enough in different aspects of the soft skills that are suitable to their working conditions. In today's world of cut-throat competition no organization can confine to local or regional. They aim at expansion to various countries. In order to stand in the competition, these organizations feel, it is possible only with the skills employees in all aspects majorly with enough soft skills. In India we have a large number of people who are experts technically but lack in soft skills. If we bring them up to the standards, then the whole picture of India will change. Hence every student should enhance their soft skills to maximum extent for better placements at the time of interviews.

What are soft skills?

Soft skills is a word always connects with the "Emotional Intelligence Quotient", the collection of personality traits, social behavior, communication, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills go together with hard skills which are the professional requirements for doing a job and many also doing other activities. Many a time they are correlated to feelings, emotions, insights and an 'inner knowing': i.e. they supply an important complement to 'hard skills' and IQ. Soft skills are the personal attributes that enhances an individual's interactions, job performance and career prospects. Distinct hard skills, which are about personal skill set and capacity to execute a particular task or activity, soft skills often interlinked to a person's ability to work together effectively with colleagues and customers and are widely related both in and outside the workplace.

A Person's soft skills are an important aspect of an individual's contribution to the success of any organization. Especially those organizations almost deal with customers face-to-face and over telephone are generally more successful, if they have trained staff to use these skills. Showing or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications. Soft skills majorly include Communication Skills, Call taking skills, Behavior Skills, Business Etiquette, Interview skills, Confidence Development, Motivation, Character Building, Organizational Development, Cross Cultural Communication, Leadership Skills, Business Expansion areas, HR, Creativity, Stress Management, Time Management, Dealing with Negative Attitudes, Negotiation Skills, Project Management, Team Building and Presentation Skills

Hard Skills: The technical academic skills are known as hard skills which can be gained with hard work. For employment basis it is given much importance by any student. The person with excellent hard skills is called as subject experts. These hard skills usually go equally with the soft skills for getting through interview in a better manner.

Why soft skills are crucial for professional students:

   Soft skills are learned behavior that needs training and application. It will help students to build a strong conceptual and practical frame work. These soft skills play a significant role in the overall development of students. They develop a good personality for enhancing their career prospects. Soft skills training gives a strong practical orientation to the students and aid them in developing their skills in communication, presentation, team work, group discussion, time management, leadership qualities etc. Soft skills also help students to plan and vision their career, preparing effective resume and dealing with placement consultants.

   Getting high score in subject, having excellent subject knowledge is not only enough for success in profession life. Every individual should have the ability to deal and understand the feelings of others to tackle a situation where emotional complexes are involved. The ability to deal with these general issues is known as emotional intelligence or soft skills. Soft skills will have influence on students' attitude, and desires beliefs, feeling etc. They motivate the students to cultivate the habit of innovative thinking, persuasion, flexibility, comparisons and various skills etc. to behave as a responsible person. They allow them to estimate their ability to tackle a difficult situation. Soft skills majorly include two parts. One part is interpersonal skills, it means the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives. Second part is intra personal skills. It means a language use or thought internal to the communicator. It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop.

Need of the research

   For decades employers and recruiters are complaining about the lack of soft skills in graduates coming from various educational institutions, predominantly on their less communication skills, presentation skills and improper attitude. Though the students are all almost technically sound enough but not able to express their feelings in front of the interviewers. Many companies MNC's, BPO's etc.. Conducting campus placement drives (On campus and off campus) every year in many engineering colleges in Guntur districts. The students attend for the interviews are hundreds in number but the selecting students are less in number. This paper is an attempt to find the reason behind the less recruitment.

   The numbers of professional colleges have been increased in Andhra Pradesh especially in Guntur districts in recent years. There are more than 50 engineering colleges in Guntur districts.   The reason might be the globalization and government is also providing fee reimbursement to not only SC, ST students but also to BC& EBC (Economically backward) students. Many students are utilizing this opportunity by joining in professional course. Because of this, the numbers of outgoing students are also increasing every year, but not the quality and the skilled people. Hence soft skills training become very essential to every professional. Even

the increased competition in recruitment process has made it clear that the soft skills training is in demand. Well trained students can get any job and can take up any challenges in the company they join.

The major need of this research is as follows

1. Many technical institutions focusing only to develop the hard skills of the students to get good pass percentage.

2. As soft skills were given less preference in the academic time table, Students are not in a position to know its significance.

3. Many students have inferiority complex that they are not good communicators as they came from telugu medium background or from rural background.

4. It is essential to bridge the gap between the students and skills training by making them involve in soft skills activities.

6. Since the academic year is divided into semesters, though difficult, it is very important to include the soft skills classes in the academic time table.

Methodology of the study

An analysis is done on the importance of the soft skills for professional students. A questionnaire was prepared to obtain the views of the students& trainers, which contain questions related to their educational & regional background, their opinions on soft skills training programs. A survey was conducted in selected engineering colleges in Guntur district affiliated to JNTUK.

Data analysis

The survey conducted for the purpose of this research revealed some important facts. Majority of the students have agreed and showed a great interest in developing their soft skills which are very important at the time of interview. They interested majorly to attend for communication skills, interview skills, group discussions, presentation skills sessions. In the opinion of soft skills trainers and placement officers at those engineering colleges that more than 70% of students who really and interestingly underwent soft skills classes conducted by the management got better employment opportunities in bigger to smaller organizations. The students who missed and bung the soft skills sessions are still in search of jobs. All are admitted that number soft skills training sessions should be included in the academic time table of technical subjects.

How can soft skills be acquired by students?

Nowadays, there are different ways to acquire soft skills .Though it is not sufficient most of the professional institutes at all academic years of the students providing soft skills sessions to the students. So they should utilize this opportunity by attending regularly. Second way is to enrolling to different institutions offering training in developing different skills of the people. Another way is self –training, usually basing on books .It is always better to have constant self-introspection by trying to change the personality traits which require lot of practice.

What can teachers do to develop students' soft skills?

The first step in improving soft skills of students is to make them aware of the significance of it and motivate them to enhance their skills by attending training classes. More

important is to encourage them to read books, join clubs, association to widen their horizon. Teachers should try to allot maximum of 3 to 4 session for soft skills while framing time table.

Conclusion

In conclusion, we can say that soft skills occupy a great significance and every professional who would like place soon should be acquired soft skills beyond academic and technical knowledge. Considering the demand for soft skills every individual better focus on improving lacked soft skills. The faculties and especially the faculty of place department in the professional college have great responsibility in motivating towards soft skills for placing them in campus recruitment. As state got divided, new projects are expected to come to AP in all sectors like IT, Banking, Networking etc. So there will be a great hope of number of jobs for professional students in future. Then all doors open for the students who possess soft skills with the remaining skills.

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26. Learning Technologies for English Language Teaching

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Introduction

In this century the range of technologies available for use in language learning and teaching has become very diverse. Most of the books that have been published so far are general introductions, collections of more formal reports of research conducted by a series of writers, or resource books for teachers which give ideas about how teachers can engage with technology often based only on classroom practice, with little or no connection to language teaching theory. Teachers then take these ideas and adapt them to their own classrooms, but we very seldom hear how these adaptations went, or what happened to the teachers when they tried out these ideas.

Methodology and technology

In many of the teaching resource books, we do not get a real insight into how teachers actually make use of the technologies to support the learning outcomes of the classes. Traditional teaching and learning paradigms have been impacted by the integration of e-learning tools into educational practices. E-learning is a diverse range of technological tools and systems that can be utilized by teachers to enhance teaching and learning situations. These are used to make learning more interesting, motivating, stimulating and meaningful to the students. These tools have been powerful enabling tools for educational change and reform as they are making marked inroads into the combination of digital technologies and English language learning.

Learning tools of English Language Teaching

Applications of e-learning tools as Information and Communications technologies (ICT), comprises of communication devices or applications encompassing radio, television as well as newer digital technologies such as over head projectors, projectors, interactive boards, i-pads, blogs, computers, the Internet, Cameras, Audio equipments, Scanners, Printers, E-mails, video conferencing and many more are not only influencing and supporting what is being learned in schools, colleges and universities but it is also supporting changes to the way students are learning.

Internet can be used as a source in English language teaching as it contains information in the form of articles, courses, conferences, etc. The teacher can send assignments to the students through e-mails and can also take online exams. Parents can view their children's work online at any time. Students do not miss their lessons as now they can see a web cam version online and get worksheets and notes from electronic online whiteboards. Educational institutes having own website are linked in a network and work on projects together and prepare materials online. Many software are also available on Internet that students can use free of cost. Spelling Bee is one of internet resources, which helps the students to spell English words.

Interactive whiteboards are good replacements for traditional whiteboards or flipcharts as they provide ways to show students everything which can be presented on a computer's desktop. SMART boards help teachers use a student-centered approach to teach language arts. Language arts teachers can use SMART Boards to improve reading and comprehension, and teach grammar and writing. With a SMART Board, teachers can combine video, audio, Web browsing

and word processing to teach students interactively. The teacher can use smart board to enhance students' language skills in play way method.

YouTube videos can be used in an English language teaching classroom for enhancing vocabulary, accents, pronunciations, voice modulation, etc. The teacher can use it as a tool for improving their Listening and Speaking, Reading and Writing skills. The teacher can select a part of the movie appropriate to the level of the students and can show those movie clippings to the students. For the first time, volume can be muted and ask the students to watch the movie attentively. Later teacher can ask the students to watch the movie once again and this time can ask the students to frame the dialogues of the movie clippings simultaneously. This will improve their speaking skills. Another activity to enhance their speaking skills can be the teacher can show a selected part of the movie to the students and further ask them to narrate the rest of the story of the movie or the climax of the movie. This will add to their creativity as well as their speech. The teacher can also prepare worksheets on the movie clippings in advance and ask the students to complete those worksheets while watching movies. This can prove a good activity to enhance their listening and writing skills. The teacher can also ask the students to write a paragraph related to the movie. Listening skills can also be enhanced through YouTube as news headlines are available to watch on YouTube. As the news is summarized very quickly, the teacher can ask students to listen to the news headlines and put those headlines in order.

The use of *mobile phones* as a learning tool has a wide variety of applications. The teacher can ask the students to make a photo documentary using the camera function on their mobile phones. The teacher can assign a theme for the documentary to the students. After taking a sufficient number of photos, the students can upload the documentaries prepared by them to websites and type narrative descriptions for each picture to share with their teachers, classmates, family and friends. Instead of dictionary, the students can simply use their translator, and instead of trawling through books for a piece of literature, they can find the book online books and be directed to a specific word.

Blogging in the realm of English language teaching is a great way to share information and generate discussion. Instead of text books and traditional methods, many educators prefer using these new techniques to help teach students and gain experience with various forms of social media. Setting up a course blog doesn't have to be complicated. Educators can use a free platform such as Blogspot, Wordpress etc to host the blog. Nowadays, blogs can also display photos and some people are using them with audio and even video. The teacher should encourage the students to visit blog frequently. Teacher should respond to student posts quickly, writing a short comment related to the content , should also ask questions about what the learner writes to create stimulus for writing. Writing to the blog could be required, and it may form part of the class assessment. Students should be encouraged to post their writing homework on the blog instead of only giving it to the teacher.

Conclusion

As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades. But if language teachers teach as they taught earlier, then the required goals of learning English Language may not be achieved in the present global scenario. In the past, no productive, creative and constructive activity was given to the learners to

develop the four language skills. With the changing needs of the hour (time), technology is developing day-by-day. We are living in the age of technological advancement. Thus the recent trend in teaching English is the use of modern technological tools as English language teaching has been affected a lot with the availability of these tools.

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27. Language – Communication through Discourses

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Human beings have a very distinct place in nature. All other animals can communicate, but only human beings can communicate in a better way. We can record our feelings, attitudes aspirations and pass them to our future generations. We have made progress beyond limitations in many a fields but, when it comes to learning a new language, seeking a language or our own concern of teaching a language – the issue is a bit complex. Many a research has proved that as a child the receptive power is so high. The aptitude gives the child the capacity to learn as many languages as he/she can when exposed to those languages but only till they attain a certain age. When it comes to learning or teaching a second language the problem becomes more complex. The purpose of language usage is communication, where our emphasis for most of the time has been on teaching rules of language. Most of our material also has been designed to suit that purpose. But, there has been a change in the scenario, with the research on sociolinguistics and emphasis on communicative competence. The study of social contexts , the understanding of Discourses had a great impact on the teaching and learning of second language.

The progress of English as a global language has forced every country to probe methods to increase or develop the communicative ability of its citizens. The emphasis on soft skills, behaviourial skills has increased so as to grab the opportunities around the world. With the advent of the notion of communicative competence, the application of not only grammatical but also the practical, pragmatic understanding, knowledge and skills are being used positively .Language and communication have become much wider subjects. They are now not just pedagogic aims, but are the factors behind the success and survival in this competitive world. In these circumstances we needed a new way to impart or develop the communicative ability of the speakers. In this world of different cultures, social conditions –the intention of the speakers or writer should reach the listener or reader in appropriate manner. This is where Discourses and Discourse analysis play a vital role. The apt use of Discourses may provide the intended result, if they are used properly. Thus making communication easy, better and comfortable.

Discourse and Discourse Analysis

Discourse is a unit of language, through which communication takes place. It may be oral language or written language. A Discourse may be a wall poster, a joke, an advertisement, a news paper article, a dialogue, a sermon, a shopping list, a court case, a sign board, a story, a poem, a cartoon--------, the list may be endless. Discourse is language in action, context and use. It binds together the ideas of the producer and the context within which the language is used. Discourse gives importance to the socio – cultural contexts, the topics, the purpose the individuals involved and the relationships between them: "We speak with our vocal organs, but we converse with our entire bodies"_Abercrombie. Discourse analysis gives importance to understanding a given Discourse in a social context. it is situation specific. In communication, the spoken form is important. The body language,the gestures, the signs one make to enable the audience or viewers to have a clarity on the ideas, are very important. All these play a vital role in a Discourse. But , with the emerging cultural contexts and the vast spread of Global

communication, the written form is also as crucial as the spoken .Speech emerged before writing, but writing emerged as a necessary element to carry forward the socio—cultural needs of the new communities. The communication of one society or generation has to be carried forward to other areas and to future generations as well. With the emergence of cultures and societies based on agriculture, they needed permanent records to refer again and again. Thus, the prominence to the written form of language.

   Discourses are written pieces, but when they are displayed or put to public—they have a different communicative purpose. The different interpretations of the persons viewing them from their socio- cultural influences and contexts will play an important role. So, while trying to improve the communicative ability the role of the Discourse is important. With the vast spread of the need of English as a Global communicative language-- the role of suitable Discourse has gained precedence. To learn a non native language, developing the communicative competence, more that the linguistic element may be suitable. Now let me give some illustrations on how the Discourses can be used as a means of communication.

Discourse—Communication—Classroom
   We as Teachers in the classrooms adopt many methods in imparting communication skills among our students. Language teachers are never passive, they are ever active and try to find new methods and refine the way of teaching. Using Discourses to increase the communicative ability of our students is just another way. Especially in countries like India and other Third World countries where English is a second language, the culture specific and context based Discourses may provide a great platform for language enrichment and communication. The background of the learners is basically rural and even Urban areas , they have very less exposure to the second language.(With the advent of dish Television, Internet and smart phones the situation has changed a bit) So to bring the innate abilities of the learners, and to encourage them to communicate in their second language the Discourses we use will be helpful. The teachers should be open to all the answers and encourage the speakers. Most of the students who attend our colleges travel by crowded buses from rural areas. We can take the picture of a crowded bus and ask the students to respond. The Discourse will certainly strike a chord as it is context specific and socially related to them in everyday life. We can ask the students to respond individually, in whatever manner they want on the picture of crowded bus. In the next step we can create groups and allow them to discuss and express. At a later stage the students can narrate an incident they faced in a crowded bus. The teacher should correct the student at the end of the session--- and remember the correction should not have too much focus on the linguistic element but on the communicative aspect.

   Let's see another Discourse that creates a lot of interest among the students of this generation. We can introduce three to four advertisements of different cell phone companies. Each Ad should have at least three or four phones of the same company with different features. We can divide the class into groups and ask them to select the companies. We can write some key words on the Board like, 'This Phone_____, It Has_____, Its Camera_____' The Price of_____, "to encourage the students at the beginning. It will create a sense of nearness, as they are talking on a device with which they are so familiar.The learners will feel free to express in the second language as the Discourse on which they are communicating is familiar to them. We have to keep in mind that the aim of language is communication and not correct communication. Even

when we communicate in our naïve language we do not speak grammatically correct sentences most of the time. Discourses, enable us or give a chance to communicate freely without any hurdles even in a second language. Discourses like-- women planting saplings In a field, men harvesting , women milking a cow, a hotel, children playing cricket, a film poster_____, are some suitable discourses that I would suggest to enable the students of our graduation class to open up. Once, they find a way and the teachers act as facilitator , with little corrections they can communicate freely, breaking shackles .If we really wish to train our learners to develop their communicative competence, the tools we show them must be contextualized to the possible extent. The best way to deal with language and use it in contexts is to use it in real instances. Using proper Discourses will develop the 'USE' content in communication.   These are just some of the propositions that I put forward, to use Discourses in the classrooms; with a deeper and clearer study of Discourse analysis the process may be much perfect.

Conclusion

Most of the teachers have more knowledge and tons of experience , they have their own methods. Discourse method may not be perfect in itself; many experienced teachers have devised their own methods and have achieved success. Much research was done and is going on around the world on second language teaching and learning, but yet no perfect or suitable method was devised to increase or improve the communicative competence. Introducing students to Discourses that suit their social contexts may be just another way in encouraging them to communicate freely In second language. Let's hope so and experiment with Discourses and see how our students respond to the situations in their own social contexts.

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28. Nurturing Employability Skills among Engineering College Students - A Case Study

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Introduction

Alvin Toffler, an American writer and futurist, known for his works discussing the digital revolution and corporate revolution says, *"Those who succeed in the 21st century aren't those who can read and write, but those who can unlearn, learn and relearn."* It is imperative that the students of the 21st century has to unlearn many faulty notions, learn and relearn the right concepts. Most youth today are being patted and petted or pestered or pitied, when they actually should be trained to unlearn the wrong concepts already learnt in school and in life, learn the right concepts and go on relearning all the newer trends and technologies that are being born at the click of a mouse. They should be trained to be pitted against our modern world of defeatism and negativity in a spirit of uncompromising defiance. To achieve this magical metamorphosis, empowering them with the soft skills is the magic mantra. The youth will, undoubtedly, accept the challenge provided they are shown the way. In fact we need to catch them young and we need to catch them doing something right. Today, the corporate giants and industries, both private and public sector, are looking for talent who display proficiency in hard skills and versatility in soft skills. The youth in the Indian context today are in dilemma of sorts. Everyone is an engineer today, at least academically and qualification-wise. But in reality and practicality, how many of them are good enough by normal standards. The rote method of educational system of the yore is pulling our future to the past. Most of the students are crazy for mathematics and science and they invariably neglect arts, humanities and languages. Moreover, you have a problem of outdated syllabus and theory –oriented teaching-learning process. This is the stark reality of the Indian output every year. So from where do we get the standard?

Quo Vadis – Where are you going?

The important question to be asked in this context is 'Where are we going?' Each and every human being enjoys certain innate skills and some skills are developed over time. Motor skills and cognitive skills play a major role but one shouldn't underestimate the value of psychomotor skills which include soft skills. By merely possessing soft skills, people won't go places. In a world full of tough competition from people with better skills, abilities and qualifications, Darwin's survival of the fittest suits the hiring trend these days. So each one should strengthen themselves in soft skills with integrity and fidelity. Different companies expect different qualities in their employees. Yet there are certain commonalities like emotional balance, cool approach, self awareness, motivation, critical thinking, time/stress/change management, adaptability, grooming, willingness to learn, team spirit and good communication ability. In simpler terms, attitudes, beliefs, value systems that are nurtured from childhood through various stages of life and the impact of heredity and the environment play a major role in determining what role a person can and will play in the larger picture of the company. For example, students in the Indian context spend about 17 to 18 years of their life till under graduation but they are still struggling with communication ability in English.

What could a language teacher do to nurture various soft skills and improve communication ability of his students? This was a simple question but it requires great thought. Besides teaching of LSRW, can he do something more for his students to get them ready for

employment? On deeper thought and wide research, it was realized that only an English teacher is suited to play this all important role. He can communicate well and so he can improve his students' communication ability. Only he can work personally with the student for constantly monitoring them and correcting them, if need be. With all due respect to the teachers of other subjects, it is to be noted that the English teacher knows etiquette better than any other subject teacher and he in turn can teach it to his students. It may be a time taking process but it is worth investing your time and efforts in. Even through regular class room teaching of English subject, he can nurture soft skills.

A Case Study

The case study was about the researcher's practical experience when he worked in an engineering college in a remote place in the state of Andhra Pradesh from 2009 to 2013. In this college, about 60-80% students were from Telugu medium background having been educated in the Zilla Parishad schools. They were good at bad communication ability in English. They were gripped by apprehensions and misconceptions about the language ability. The average EAMCET rank was 70,000. The nature of the class was so heterogeneous and dynamic that one couldn't follow a single method of teaching. Most of them required individual attention and guidance. On the personal front, most of them also lacked a sense of direction in life. It is in this context that a dire need to bridge the gap was immediately felt. The cloth was ready but it had to be stitched as per the requirements of the consumer and his context. Though the course structure wouldn't approve of it, the management encouraged the department of English to come out with a workable plan. After a lot of deliberations, planning and re-planning, the following schedule was prepared keeping in mind the needs of the students in question:

I.	Soft Skills	I B.Tech/I Sem to II/I	45 hours
II.	Communication Skills	II/II to III/II	90 hours
III.	Mock Tests/Interviews/GDs	IV/I	120 hours
IV.	Reasoning /Numerical Aptitude	II/I to III/II	6o hours

Three English faculty were employed for this purpose of delivering these modules I, II and III. Some of the topics that were dealt with in Soft Skills category included SWOT analysis, Communication Skills, Presentation Skills, Goal-setting, Body Language, Time Management, Change Management, Leadership Styles, Lateral Thinking, Workplace Etiquette etc. Under the Communication Skills category, lot of importance was placed on Functional English, Vocabulary Enhancement, LSRW Skills, RC (Reading Comprehension), Anchoring & MC (Master of Ceremonies), Role Plays, JAM, Public Speaking, Extempore Speeches, Debates, GDs, Mock Interviews, and Resume Preparation etc.

Materials and Methods Used

The primary goal of these classes was to empower students but not the teachers. Unfortunately in the regular classes, teachers speak and students are only relegated to the position of listeners. But here care was taken to ensure the reduction of talking time by the teacher and increase of student talking time. Teacher was only a facilitator of learning, not an instructor. Interactive method of T-L process was encouraged. Various individual, pair, group activities were conducted. Contextual learning from known to the unknown using real life situations known to the students was encouraged. Irrelevant and 'meaningless' examples have

given way to relevant and up to date material of the present day information revolution. Case study of various problems people face was also conducted so that the students learn to study the situation deeply and widely, analyze, brainstorm and propose workable solutions. Under Soft Skills category, lot of care was taken to ensure students understand psychological foundations of human beings so that they understand human behavior in general and their own behavior in particular. A session on psychometric assessment was also conducted. Different components of Soft Skills were explained with practical experience of real people by using paper clippings, magazine clippings, audio-visual aids, charts, questionnaires etc.

A model 50 minutes class usually consisted of an activity for 5 to 10 minutes and brainstorming and wide discussion to arrive at a comprehensive understanding of the topic being dealt with. The teacher would normally be very dynamic in his approach keeping in mind various counter questions that may be aroused by the students from time to time. In general, it was observed that the students understood various nuances of the topic by the end of each session. The class would end on a happy note with a lot of inputs both from students and the faculty. Lot of examples of lateral thinking culled from various sources was used to drive home the point. For classes in communication skills, a different approach was followed. Starting from Functional English to Vocabulary Enhancement (Root Words, Synonyms, Antonyms etc), JAM, GD etc., concepts were learnt in detail through interactive lessons. Generally, the students were not good in English and so care was taken to teach them various aspects of grammar also. Initially, some students were unwilling to participate actively in learning grammar. Slowly but steadily, they were brought back on course. For other concepts, students used to be active in the class because the classes involved a lot of activities. Presently, we were able see more and more students coming out of their grove to participate in the activities braving the deadly stage fear.

In IV B.Tech, importance was given to conducting Mock Tests based on the previous question papers of MNCs. The second day, discussion of the question paper was done. Mock sessions on GD, JAM, and Interview were conducted on the other days. Thus in IV/I, students had access to about 15 Mock Tests, countless sessions of GDs, JAM and Mock Interviews. For improving communication ability, Globarena software and K-van software were used besides a number of practice sessions. For improving functional English, a book by name 'Function in English' published by the OUP was useful. Lot of activities of the e-Plus clubs of the Hindu was used with great success. Witty and humorous materials from the past and the present literature, corporate lessons, examples from cricket and movies, You Tube and Facebook, Whatsapp, paper clippings etc formed the crux of the material. For example, if we were speaking about self-confidence, a few clippings of Nick Vujicik or lot of success stories from the Britain Got Talent series served the purpose. Even the classics of Charlie Chaplin and Laurel & Hardy were used as part of the classes. The training materials available in the market were used and adapted to suit their changing requirements.

It is always the English teacher who should be the change he wants to see in his students. He has to walk the talk and talk the walk. Teaching 'interpersonal skills' is not about making oneself more powerful. It is about making one's students more powerful. The aim of teaching communication skills was not about making oneself a better communicator. Teaching time management is not about the teacher learning time management but helping the students learn it. However, the vice versa was also true. Both the student and the teacher could benefit out of these

activities. Then the teacher would naturally walk the talk and talk the walk. One notable achievement was the SWOT analysis session. It was fun, entertaining and more importantly self-illuminating experience leading to self-awareness, self-confidence and self-esteem and eventually esteem of others because only if you understand your own strengths and weaknesses and accept yourself as you are. You can understand others' strengths and weaknesses and accept them as they are. Students were encouraged to read fiction and non-fiction and we were able to find improvement in their reading habits. Though there weren't many, it was good to watch people taking after the habit of reading.

Conclusion

If someone was able to communicate effectively and learn to behave with dignity and modesty, he could have a transformational effect on his employability. Learners start this journey in school by learning the bolts and nuts of English language and behavior but they need to piece together the nuts and bolts to actually put this learning to practice so that they can communicate purposefully and behave appropriately. When this is done, the corporate world will open their doors to them and embrace them into its family. In total, students were constantly encouraged and meticulously mentored to develop high levels of academic, social, personal integrity and value systems, step outside comfort zones, broaden circle of friends and circle of influence, improve communication ability and enjoy a balanced life style. It is said that practice makes man perfect but is it actually true? Does bad practice lead to perfection? It is not sufficient that the management wants it and the teacher teaches it but it is always the stakeholders who have to grasp their importance for their future. If they find classes like this useful, enriching and empowering, half the battle is won. The fact that 110 students out of 140 eligible candidates were placed in MNCs proved beyond doubt that classes were treading the right path. Even during the academic year 2012-2013, 98 students out of 120 eligible students were placed. There is no denying the fact that the future of the students was in safe hands. Yet it was only a small step- a step in the right direction. Moreover, the researcher also knows that:

"We have promises to keep
And miles to go before we sleep
And miles to go before we sleep."

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29. An Analysis of Grammar Questions at UG Level

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The present paper presents analysis of grammar questions in English Papers of undergraduate level examinations with special reference to Pune university. For this purpose, in all 38 question-papers from the year 2000 to 2010 of First Year B.A. and B.Com, Second Year B.A. and Third Year B.A. are randomly chosen. The papers are both from New and Old patterns and courses. The maximum marks allotted differ pattern-wise and course-wise. The maximum marks are 60, 80 or 100.

Grammatical ability is a prerequisite to acquire mastery over major language skills, i.e. speaking, reading, writing and listening. The lack of this ability leads to restrictions on skills acquisition. Therefore, it is important to know the extent to which the learners can produce grammatically correct language and to decide upon the teaching strategy.

The testing of grammar at the undergraduate level can be done to identify existing gaps in the student's grammatical ability. This sort of diagnosis is helpful in the improvement of the grammatical ability of students through remedial teaching. Further, this can also help students to establish command over certain grammatical items, which may in turn, assist them in successful academic assignments. On the contrary, in communicative language teaching and testing, the role of grammar is debated. The main reason for this is that the knowledge of grammar does not guarantee the language use for meaningful communication (See Tickoo, 2009). Moreover, the existing grammar tests emphasize knowledge of grammatical terminology, which does not ensure the development of fluency. However, grammar is an important part of a language and grammar testing should form a part of undergraduate level testing. But it is for the testers to decide upon the weight-age to be given to the grammar in English language examinations at the undergraduate level.

The grammar questions are analyzed in terms of their weight age with respect to maximum marks allotted, the types of grammar items tested, the level of difficulty, repetition of items, possibility of multiplicity of answers etc. The responses of both students and teachers are obtained and analysed with reference to teaching, learning and testing of grammar. A grammar test of objective type 100 questions is administered to 43 students and analysis of their score is made. The test so administered is checked by 10 different teachers in order to know the consistency of their scores.

On scrutiny of all the above-mentioned question papers, it is observed that in general 20 to 25 per cent of marks are allotted to grammar in First Year B.A. and B.Com. In Second Year B.A. Compulsory English Question Paper, the grammar part is comparatively meager, i.e.5 to 7 marks out of 60 are allotted to grammar items except for the year 2010 in which 16 marks out of 80 (20 per cent) are allotted. Similarly, in Third year B.A. 15 to 25 per cent of marks are allotted to grammar with the exception of the year 2000 (Old Course), wherein only 8 per cent of marks are allotted to grammar.

3.2   Types of Grammar Items Tested

The commonly tested items of grammar found in these papers include Tenses, Modal auxiliaries, Active and Passive Voice, Direct and Indirect Speech, Prepositions, Articles, Conjunctions, Joining Sentences, Clause Identification and Labelling, Sentence Correction, Question Tags, Interrogative Sentences and Punctuation. In addition to the items mentioned above, there are questions on imperative sentences, negative sentences, exclamatory sentences, removing "too", using "no sooner than" and so on. These questions are generally put under the rubric "Do as Directed." The above-mentioned items can be classified for convenience as gap filling items, sentence transformation items, matching the pair items and recognition items.

Gap-Filling Items

This type of question covers the topics tenses, appropriate verb forms, modal auxiliaries, prepositions, articles and conjunctions. These types of questions have limited scope for language production. Hence, they can not judge the actual communicative ability.

Sentence Transformation Items

Such questions relate to the topics like direct and indirect speech, the passive voice, question tags, negative sentences, exclamatory sentences, use of "too", use of "no sooner than", and the formation of simple, compound and complex sentences.

Matching the Pair Items

Generally, this question is found in Third Year B.A. examination English papers. It has two columns, each column containing an incomplete sentence and the student has to join the items from the two columns in order to form meaningful sentences.

Recognition and Labeling Items

These questions relate to clause identification and. These types of questions seem to have been designed to test the knowledge of grammatical terminology. However, the knowledge of grammatical terminology does not guarantee the student's ability to use the language in real life situations.

Elicitation Items

These types of questions are set in Second Year .B.A. question papers. According to Rea Dickins (1995), the elicitation technique can be used in order to test sentence production. Such questions require students to relate the form to meaning and therefore, they have to be aware about the context along with syntactic coding. But in First Year B.A., First Year B.Com and Third Year B.A. Such questions are found to be missing. These types of questions test the student's actual communicative ability. They are also free from the grammatical terminology. In the question papers under study, the rubric used is "Give short responses to the following utterances".e.g.

1) Can I use your pen, please? (Give permission)
2) Shall we travel in a taxi? (Agree with the suggestion)

Level of Difficulty

In the course of the analysis it has been noted that the level of difficulty does not seem to have been well defined for different undergraduate level courses. Hence the items tested are the

same for First Year B.A., Second Year. B.A. and Third Year B. A. At Third Year B.A., more challenging tasks involving grammar items need to be given.

Common Features of Grammar Questions at the Undergraduate Level Examinations
     On close scrutiny of the grammar questions set at the under graduate level examination papers, the following features are observed.

Possibility of Multiple Correct Answers
     It has been noticed that there are several grammatical items which have more than one correct answer. Multiplicity of correct answers is generally encountered with reference to topics like conjunctions, prepositions, tenses (Verbs) and modal auxiliaries. They fall under the gap filling items. For example, in one of the question papers of F.Y.B.A., the test item is "I never…old Coffee (drink). Here the student is asked to use the correct form of the verb (drink). There are multiple possibilities of answers like- "drink", "drank" "have drunk." Moreover, the meaning changes with the alternatives used. This is in contrast to Hughes' view (2003) mentioned earlier in Chapter II. Another test item is "I will see you….Friday". The gap is to be filled in with the correct preposition. The possible answers could be 'on', 'before', 'after' etc. To overcome this problem, it is desirable to contextualize the grammar item as it may restrict the possibility of a large number of correct responses.

Isolated/De-contextualized Sentences
     Generally the grammatical items under test are isolated and de-contextualized sentences. According to Rea (1982), "A test method which excludes the total context in which grammatical and lexical system of a language operates cannot claim to be answering the appropriate use of grammatical structures and forms" (p. 44). In addition, de-contextualization often leads to multiple correct answers. Contextualized items are a more valid measure of the candidate's ability to use the language in real life situations.

Repetition of Grammar Items
     A few instances of repetition of grammar items are noticed in the question papers studied. Repeated questions can be answered by rehearsing them and they do not contribute to a valid assessment of students.   In the present study, Teachers' opinions about the repetition of items have been sought through the questionnaire. The reasons for the repetition according to a majority of teachers are lethargy, apathy, lack   of creativity and disinterestedness on the part of paper setters. Whatever may be the reasons for repetition, it is not desirable to repeat language items because they do not test the students' real ability of using the language.

Grammatical Errors in Grammar Questions
     In one of the question   papers under scrutiny,   two instances of grammatical errors in framing the questions have been spotted.   This is undesirable because the question which is supposed to measure the grammatical ability of students has to be grammatically correct. Otherwise, it fails to be a valid measure of the student's ability. This view is strongly upheld by Hughes (2003). According to him, "It is important for the text of the item to be written in grammatically correct and natural languages" (P 174). A grammatically incorrect item observed is reproduced below.

1. He was send to prison for his offence. (Use an appropriate article)

To avoid this, it has been recommended to make use of examples of authentic language used by native speakers. Along with grammatical errors, there are instances of incomplete instructions. For example, under the rubric "Correct the following sentences", some of the sentences are already correct.

2   I intend to sell the car to the first person who will make a reasonable offer. 2) Rama was discharged from the hospital after he was examined by the doctor. In the above cases clear-cut instructions need to be given to avoid confusion amongst students. So the instructions should be "Correct the following sentences, if necessary."

Emphasis upon Terminology

Almost in all question papers grammatical terminology seems to be used. The knowledge of grammatical terminology does not guarantee the appropriate command over the language. "Good tests can be written without requiring students to use any of the linguistic terminology." Madson, (1983, P-7). Complicated and uncommon technical terms like "subjunctive", "present perfect continuous tense" should not be used in question papers. Of course commonly known terms like "the passive voice", "imperative sentence" and "articles" may be used. These types of questions could reduce the burden of remembering difficult terminology which students are afraid of. However, the grammatical terminology could be introduced to the students specializing in the language.

Observations on the Questionnaire (Analysis of the Students' Questionnaire)

A questionnaire having 10 questions is administered to 104 students of either sex. The students are randomly chosen from 6 different colleges located in Pune in order to obtain representative opinion about the grammar questions. The students come from both English and non-English mediums of instruction at the School level. In this study 43 male and 61 female students participated. However, the number of male students is comparatively lower than that of female students in Marathi and Urdu mediums. The number of male and female students from English medium is almost equal. The randomly selected groups of students have given their opinions regarding the difficulty level of grammar questions and how they deal with them in examinations. The individual responses to the different questions in the questionnaire are analysed medium-wise and sex-wise as shown using the statistical procedure known as Chi-square method. Responses are independent of the medium at School. Hence there is no effect of medium at school level as far as interest in the study of grammar is concerned. There is no effect of medium in attempting the grammar questions either at the beginning or at the end of the paper. The confusion is caused due to multiple correct answers irrespective of medium of instructions at the school level. There is no effect of medium at school level in deciding the difficulty level on grammar. The English medium students find it easy   to answer out of context questions in comparison to non- English medium students. English medium students answer the questions intuitively, whereas students with other than English medium are required to recollect the rules of grammar. There is no sex discrimination as far as the interest in the study of grammar is concerned. There is equal confusion among the students of either sex due to multiple correct answers. The first four questions are meant for seeking the personal details of the students like name, sex, name of the College, Medium of instructions at school level etc. This is useful to know the relationship between the medium of instruction and the attitude of the students to

grammar. Question numbers 5 to 10 seek information about the students' interest in grammar learning and their approach towards solving grammar items i.e. whether the questions are easy for them, if they attempt the grammar part at the beginning or at the end of the paper, their opinions as to whether they get confused due to de-contextualized questions in the papers and whether they solve the questions by rule recollection or intuitively.

Generally it is thought that grammar lessons are tedious and monotonous. Technically they are taught through drill exercises and Palmer (1984) attributes two reasons for this boredom. One is the way of presentation i.e. the method of teaching and the other is the failure on the part of students to recognize the importance of grammar. According to Palmer (1984), "The central part of a language (its 'mechanics', its 'calculus', other metaphors will do) is its grammar, and this should be of vital importance to any intelligent educated person (p.9)" Therefore, the question about liking to study grammar is incorporated in the questionnaire to know the views of the under graduate level students. In this study Palmer's view seems to be strongly upheld, since 93 out of 104 students have answered the question in the affirmative. Generally the easiest and scoring part is dealt with at the beginning in the examination. The second question is framed to know whether students consider grammar as easy and scoring. The fourth question is whether they find grammar questions easy or difficult. More than 50 per cent of the student's i.e.53 out of 104 find grammar questions easy and similarly 49 out of 104 students attempt grammar at the beginning of the paper. Practically responses to both the questions correlate to each other. As there are questions of grammar in the examination papers having two or more correct answers, an attempt is made in the question no.7 to know whether this creates confusion amongst the students. The observations recorded are that 31 out of 104 students get definitely confused, 24 students get sometimes confused and 37 students do not get confused. However, 12 students have given vague responses. So a majority of students get confused due to more than one correct answer.

There is a practice in the present system of examinations to set isolated/decontextulised items of grammar for testing. To know whether the students find these items easy or difficult to answer, question no.6 is framed. Majority, i.e. 47 out of 104 students have not responded properly, of the rest 28 students find them easy to answer, whereas 18 find them difficult and 11 students find sometimes difficult. It seems the question is not understood properly by a majority of the students. Chi-square test applied to the statistical data shows that the responses to this question are dependent on the medium of instruction at the school level and that students from the English medium find it easy to answer such questions. Finally, they are asked as to whether they answer grammar questions intuitively or by rule recollection. Generally the students with English as the medium of the instruction at the school level, due to greater exposure to English, may answer the questions intuitively and the students with the medium of instruction other than English are required to recall the rules of grammar. 31 out of 104 students answer grammar questions intuitively and 27 students answer them by way of rule recollection. 41 students have not understood the question and responded to it improperly. Answers to this question are also seen to be dependent on the medium of instruction at the school level. The English medium students generally solve the grammar questions instinctively. The effect of sex on the responses to the different questions is also studied. Chi square study indicates that responses to question numbers 5, 7, 9, and 10 are independent of the sex of the students, whereas responses to question numbers 6, and 8 are sex- dependent. Chi-square study also

indicates that the medium of instruction at the school level has no effect on the responses to question numbers 5 to 8. However, responses to question numbers 9 and 10 are dependent on the medium of instruction at the school level.

Analysis of Teachers' Questionnaire

19 Teachers' responses to the teaching of grammar are obtained. They teach at different colleges located in Pune. The teachers are randomly selected and they have varied educational qualifications and experience in teaching at the under graduate level.Chi-Square tabulated value for 17-1=16 degrees of freedom at 5% level of significance is 26.296 Since calculate D value is much greater than tabulated value of Chi- Square hence the null hypothesis is rejected. It is concluded that the responses of questions are not uniformly distributed. The personal details of teachers are obtained with respect to their names, educational qualifications, and years of experience in setting internal as well as University level English grammar questions. An attempt is also made to find out whether they have undergone training in testing and whether they are aware of testing as a whole. They are also asked about whether they validate the class room tests, whether the item analysis is made and whether they know test objectives. Teachers' view is also sought on whether guidelines for setting papers at the undergraduate level are available or not. The questions are framed with the assumption that the responses will be uniform. However, upon testing the value through Chi square test it is seen that responses to the questions are not uniformly distributed. The first question refers to the training undergone by the undergraduate level teachers. According to Lado (1961), training in testing for teachers is a must. Only 14 teachers out of 19 claims to have undergone the training in testing.   The testing training agencies mentioned are not the authorized ones, as some have mentioned the B.Ed. Course. Testing may form the part of B.Ed. curriculum. So there seems to be no formal training imparted to teachers by the testing authority, i.e. University. A majority of the teachers are untrained. The formal training from the University in testing must be made mandatory for all teachers teaching and testing at the undergraduate level. Despite the fact that the teachers have not undergone the training, a majority of them seem to be aware about testing. There seems to be no training from the testing authorities. No teachers seem to have undergone the formal training in testing from the authorities. Besides yes/no questions, there are certain questions in the questionnaire seeking teachers' opinions about testing of grammar at the under-graduate level examinations. They relate to main objectives of teaching and testing grammar,   whether testing of grammar at the under-graduate level is satisfactory or otherwise, and reasons for repetition of grammar questions. The answers reveal that the main objectives of teaching grammar are to revise grammar already taught, to write and speak grammatically correctly, to ensure that students acquire proficiency in at least written English to increase accuracy of language along with fluency. The reasons for testing grammar are to establish the baseline for grammar already acquired, to test the ability of the students, to test the linguistic competence of students, to become efficient user of English. The reasons for repetition of grammatical items in the examinations at the under-graduate level as cited by the teachers are   lack of creativity and lethargy on the part of paper setters, apathy and absence of desire for work, lack of seriousness on the part of paper setters. The opinions of the teachers regarding the standard of grammar items show a lot of variety. Some of them think it is satisfactory because they meet the objectives of testing, though sometimes difficulty level is reduced. Those who regard it unsatisfactory attribute it to inadequate lessons and absence of follow up.

Analysis of Grammar Test Results

A grammar test of 100 questions is administered to 43 students to check their performance. The test comprises various grammatical items that are generally tested at the under graduate level. The responses are checked and the marks are allotted. The results of the test are subjected to the statistical analysis by applying statistical procedure called Annova .The Table indicates that 14 per cent of students scored upto 35 marks out of 100, 16 per cent scored between 36 to 45, 23 per cent scored between 46 to 60, 19 per cent students scored between 61 to 75 and 28 per cent of students scored above 75 per cent. This suggests that the grammar part is relatively easy for students. On the basis of ANNOVA all the grammatical items significantly differ from each other in the level of difficulty. Therefore, Multiple Comparison Test (Least Significant Difference LSD) is used. On the basis of LSD Prepositions, articles, modal auxiliaries and Verbs are more similar as far as difficulty level is concerned and change of voice, sentence correction, Do as directed and use of conjunctions are much more difficult than these items. Use of verbs is easier than change of speech and use of conjunction. The first four items i.e. prepositions, articles model auxiliaries and use of verbs are equally easy. The change of voice if compared with the rest of the items is easier. The use of conjunction is the most difficult item of all.

Inter-Rater Score Analysis

After analyzing the test it was circulated to 10 different teachers for checking and marking. This was done to know if there is score difference among the teachers. In short, there is no significant difference statistically among the raters as far as marks allotment is concerned.

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30. Best Practices for Developing Knowledge in English

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Introduction

Today, English is enjoying unchallenging position as the international language and the language that provides many job-opportunities to many people throughout the world. Presently, English is being mostly used round the globe for communication purposes. *"English is a significant medium of communication for employability in the contemporary world. Undoubtedly, in this era of progressive explosure of internet and social networking to the common mass the presence of English is found in all realms."* (S.R.Chaitra 64) In short, English is considered as the best link language by most nations in the world. In this scenario, it has become essential for people all over the world, not only to learn English but also to develop their knowledge in English, especially in order to attain wealth, position, honor or the like. To develop knowledge in English, one has to know the best practices and acquire the necessary skills by exercise and experience. In fact, what is meant by "Developing knowledge in English?"What are the main best practices for developing knowledge in English? What is needed today? All these significant and current issues are discussed, in detail, hereunder.

What is meant by "Developing knowledge in English?"

"Developing knowledge in English", in the present context, means bringing out the capabilities of a person regarding his familiarity with English to a more advanced level. It also means improving one's knowledge in English for making progress in one's field.

What are the main best practices for developing knowledge in English?

Many practices for developing knowledge in English have evolved from time to time. Some of the best practicesfor developing knowledge in English are discussed below.

(1) Listen carefully: Listening is one of the most significant skills to develop one's knowledge in English. In truth, listening is the first step, which cannot be overlooked, to become a good communicator. It is no exaggeration to say that unless one is a good listener one cannot become a good communicator. If one does not pay due attention, while listening, there is the danger of misunderstanding the speaker's words. Hence, the importance of listening carefully, the words of the speaker. About listening and its absolute necessity for a productive life, Anitha Rajan says thus:

Listening is a multi-dimensional cognitive process of the brain for decoding the content. During listening, our mind perceives the patterns of characters and decodes the meaning in them. Listening is a means of communication through which information and ideas are shared between people, and a way of language acquisition. Listening is necessary for most activities. It is a essential for living a productive life professionally, socially and academically. (AnithaRajan 135)

(2) Speak fluently: Speaking is an important skill to develop one's knowledge in English. So, one has to start speaking in English and continue the activity. One has to speak with people one is familiar and unfamiliar with, One has to avail oneself of the opportunities that come in one's

way to converse with others. One may struggle, in the beginning. But, after a time, one can acquire fluency and becomean effective speaker. About speaking and the necessary instruction, P. Balamurugan is of the view:

Speaking is a natural phenomenon which focuses over the methodology of the native speakers. Opportunities must be provided for students to practice using the language ina range of contexts likely to be encountered in the target culture. Instruction should be responsive to the affective as well as tocongnitive needs of students, and their different personalities, preferences, and learning styles should be taken into account. (P.Balamurugan 112-113)

(3) Read widely: Although reading is a complex activity, it helps one to develop one's knowledge in English. Reading activity involves both perception and thought. One has to read intensively and extensively in order to be proficient in one's chosen area. One has to read a number of books on a variety of topics to gain knowledge. About extensive reading and the opportunity it provides, Thornbury writes thus:

Extensive reading provides the opportunity to meet words in their context of use, and also supplies repeated encounters with many of these words. (Thornbury 55)

(4) Write exactly: The art of writing exactly is necessary to develop one's knowledge in English and become an effective writer. Effective writing does not mean using difficult words. Effective writing is possible with the usage of simple words. To become an effective writer, one has to read a lot of books related not only to one's field but also to other fields. Also, one has to make reading a habit. One has to make writing also, a habit. Moreover, one's writing should be free from grammatical and spelling mistakes. About correct grammar, punctuation and spelling, V.Chanthirmathi and A. AntonyArockia Anufia Mel opine:

Correct grammar, punctuation and spelling are the keys in written communications. The reader will form an opinion of the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression. (134)

(5) Learn English Grammar, Structures and Composition: Learning English grammar, structures and composition is essential to develop one's knowledge in English and communicate correctly with others.

How to learn English Grammar? English grammar can be learnt, with the help of examples of correct English and by using grammar repeatedly. The learner has to do exercises in English grammar, especially exercises in synthesis, word-formation, common-errors and transformation of sentences. As regards structures, they are sentence patterns. One has to learn basic structures. One has to learn other structures also - literary and conversational. Regarding composition, one has to know about writing different kinds of letters-personal letters, official letters and business letters. Also, one has to learn to expand statements, proverbs, quotations and well-known sayings. Furthermore, one must know how to write a précis of a passage. Further one, one has to learn writing essays of different types – narrative, descriptive, reflective and argumentative. Both the traditional and the structural methods of English grammar help the learner to develop knowledge in English. About the traditional and the structural methods, David Green explains

thus: "These two methods are, of course, not mutually exclusive, but complementary. While the structural method will drill into the student the linguistic skills necessary for using certain patterns of expression, a systematic study of the fundamentals of grammar will help to co-ordinate such skills, and give a comprehensive grasp of modern English usage." (David Green Preface)

(6) Learn the art of questioning: The art of questioning helps one to develop one's knowledge in English. One should not hesitate to question and clear one's doubts. It is good to have inquisitiveness. It is useful to question and know what is happening around oneself and the world. "Students should learn the art of questioning, which forms the basis for success in any sphere of life, according to Central Information Commissioner Madabhushi Sridhar". (*The Hindu*, 2 Feb. 2015.)

(7) Take part in debates and discussion: Taking part in debates and discussion helps one to develop one's knowledge in English. In fact, what is a debate? A debate, in general, is a discussion, especially of a public question in an institution, assembly or parliament. In a debate, in an educational institution generally, two or more speakers come prepared and express different views on the topics. They address their speech to a moderator. The moderator concludes the debate. Thus, preparing and taking part in debates and discussions help students to develop their communication skills and knowledge.

(8) Participate in Seminars, Conferences and Workshops: Seminars, conferences and workshops provide opportunities to learners to develop their different skills and knowledge in English. Without proper and sufficient preparation, it is difficult to actively participate in these activities. In the beginning, it may seem difficult to prepare well. But, one should not stop participating in the activities. One has to continue to prepare and actively participate in these activities. One has to consider participation in the activities as a valuable opportunity.

(9) Incorporate latest technology: Technology becomes a significant part in almost all fields in today's world. Incorporating latest technology into the field of education enables learners to learn English online and develop their knowledge. What was once inaccessible can now be easily reached by using internet. Internet can link the world together and open doors to communicate with others in any part of the globe. The learners can discuss different topics with others and seek their advice. Technologically advanced materials and visual aids help students to learn more in less time. About technology and revolution in academic life, P.Balamurugan expresses his views thus:

Across the globe technology is altering the attitudes of the students and faculty. Internet–ready Phones, Computers, Digital Cameras and MP3 players are revolutionizing academic life. As the demand for technology continues, colleges and universities are moving according to the new trends to fulfill human needs. Technology is changing the classroom experience. For example the room is wired with cameras for photographing smart boards, so students can receive the images as digital files. (P.Balamuragan 113)

Conclusion

The best practices that are discussed above are quite useful and beneficial to the learners to develop their knowledge in English. In some of the best practices like debates, seminars, conferences and workshops, more than one skill is required. Modern technology enhances the interest of the learners and improves their confidence. Finally, it is excellent to integrate all the skills in order to achieve success in developing one's knowledge in English. What is needed today is: (1) To know the best practices for developing one's knowledge in English (2) to make proper use of the best practices to one's level best for leading a happy life in the modern world and (3) to give due consideration to the opinion of P.Chitra, about LSRW skills and their integration: *"Number of activities and games can be effectively planned for developing Listening, Speaking, Reading and Writing skills in a class room. Teachers must make the students to speak effectively and the teachers should demonstrate speaking skills. They should use reading and writing skills to support academic success. They should also be able to think critically and creatively. Current approaches stress the importance of integrating the above language skills of LSRW."* (P.Chitra, 164)

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31. Social Behaviour- An Avenue for Technology

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Preamble

"Half of the world is filled with people who have something to say and can`t say it and the other half of the people who have nothing to say and keep on saying it"---Robert Frost.

Man has been using language as a tool for communication since evolutions for centuries. It has enabled him to interact with the environment and to regulate social behavior. Though there are number of means of communication, language is the most widely used instrument. Man communicates meaning through sophisticated system of symbols. Today language is one of the most prized possessions of man. It acts as a repository of wisdom, a propeller for the advancement of knowledge and a telescope to view the vision of the future. Ever since the dawn of civilization man has been trying to exploit the flexibility and dynamism of language in our day to day affairs though human society has progressed with technology and use of language and communication. Communication is an exchange of ideas, thoughts and feelings between two or more entities .we communicate thoughts and feelings to share with others. Language is a tool to communicate our feeling and exchange our ideas. Language both reflects and creates reality. It represents a unique human ability - an ability that reflects the essence of human communication. Language is system that allows people to communicate or transfer propositions among themselves.

Language is truly a multidisciplinary topic. Unfortunately it is not often an interdisciplinary topic. We can review the interdisciplinary of language use as social action. People use language to accomplish various things -they request and compliment and criticize and so on. But it is not only an action it is also a social action. An action involving other people. The fact both shapes the nature of the activity- people must coordinate with others in order to understand and to be understood and its consequences -linguistic actions affects how interactions think and feel about each other. Language will be viewed as a behavior that is both influenced by other people, as well as a means for influencing the behavior of others. We talk and try to do with language is extremely sensitive to the social context that makes language use a truly social and psychological phenomenon.

The need for new Language

Social actions can often create a creative platform and technical awareness is compulsory. Social means intentions and relationships use for functionality of a language. Every language needs support as it needs commitment and dedication to the implementation of a new language. Technology can play a vital role in the society. The wide diversity of social action presents a major challenge for technology designers.

Language Use as Coordinated Action

Language is a collective action. Its collective in many senses, but of crucial importance is the need for interlocutors to coordinate their relative perspective, to have some sense of how their relative perspective, to have some sense of how their conversational partners will interpret

their utterances, to the specific, thespeech act is to perform. To successfully perform an action with language requires some degree of perspective thinking.

Language Use as Thoughtful Action

Language use is a thoughtful action, thoughtful in the sense that much human cognition, especially human social cognition, is mediated by language use. Now, research on the relationship between language and thought has something of a checkered history.

Social Bases of Language

Social psychologists ignore the role of language in social psychological process. Most branches of linguistics and socio psychologists have tended to ignore the role of language in social psychological process, Many research traditions concerned with language have tended to ignore the social bases of language use. For example most branches of linguistics, with the obvious exception of socio linguistics, treat language as a social phenomena. According to the Clark refers to as an individualist perspective, the production and comprehension of language is assumed to be the result of an isolated individual producing or comprehending language in a vacuum. The fundamentals of language use are intertwined with social concerns, an understanding of how language is both produced and comprehend will require a consideration of its social dimensions.

Social influence plays a major part on Language, Communication and Technology

Social influences are a primary factor for the adoption of social behavior. Social behavior is nothing but the interaction of the people. Information and communication can play a vital role, as communication is possible only through language. Language pervades Social life. It is the chance to transmit the cultural knowledge. The culture indicates the behavior of the people which are protected and the authorized. Language is one of the ways to express our feelings and the combination of attitudinal change, social perception, personal identity, social interaction and so on. Language plays a role of motivation and response. It influences social life. As it has been a major part of the language. Language means communicate to the others in a particular code. It conveys the meaning in different kinds of styles. Language is set of complex organized system that operate in a systematic way. The phonological is systematic study of a language. The phonological system is concerned with analysis of a kind of signal speech sounds, for a particular language or a dialect. The morphological system is concerned with the way of words and meaningful words. The syntactic is concerned with organization of elements into higher level of units in phrases and sentences. Language may also moderate the relations of communicators. Our friends and family members who also engage in the social behavior. In addition to great deal literature on peer effects; latest studies and net work data sets have given priority to understand the influences behavioral dynamics. Although there is widespread theoretical and practical interest in understanding affect the social behaviors. Internet is smart source to everyone. Although some welcome Internet as a panacea while others fear it as a curse, all would agree that it is quite capable of transforming society. Hard-nosed and dispassionate observers have recently concluded that the Internet and its related technologies will change almost every aspect of our lives- private, social, cultural, economic and political, because they deal with the very essence of human society.In the earlier days from printing to the telegraph... have brought big changes over time. Social changes are needs more changes. In future days we need faster in technology continuing to develop at a breakneck pace.

Technology and Innovation

The impact of Technology on behavior and the role of Innovation as a major change. The new trend of technology is only possible through people creative thoughts and Innovations. Innovations can facilitate our behavior and requirements. Responses must promote technological innovation and its spread and challenge entrenched technology use social behavior.

Social net work influence on technology

Net work structures give rise to different kind of dynamics and a structure that is appropriate for one purpose might be undesirable for another. We need to pay more attention on social networks. We are likely to learn more by understand in the scale and structure of networks then studying with the views of individuals, emerging trends and innovations. ex: e-mail logs can be used to qualify the structure of communication flows with the organization. Medical claims connect the patients and physicians that can be treated as informal patient sharing net works of physicians to better understand the coordination of medical cure. These are only few examples.

Human Behavior in Social Media

People participate websites like wikipedia, Reddit, Web blogs, digital, U-tubes, Photo sharing, Face book and other learning agents. Networks gives inverse reinforcement learning: recovering users reward functions based on observed behavior. Social net working sites like Face book and Myspace allow you to find and connect with anyone. Browsing sites can leave people feel connected to a larger community.

Information sharing is an increasingly social phenomenon

The popularity of these venue has raised new questions concerning the quality of information dissemination. Existence of interactions are more important than the identities of the other participants in those interaction.

Media of Communication

These days communication is possible through a vast variety of media. The communicator has to be very careful to take the choice of media. Some sophisticated software also available to make the task easy our tasks and scheduled. World wideweb is a hypermedia (it supports audio, video, graphics) delivered through the Internet. Today it is widely used for publishing variety. Several advantages of media communication: the quickest of communication, storage and retrieval of permanent record and world wide web-better communicator

Networks and Networks control

Different network structures give rise to different kind of dynamics and a structure that is appropriate for one purpose might be undesirable for another. Sometimes Net work is very vulnerable to targeted attacks, which are achieved through the high degree nodes or hubs. A small- world network; where everyone is connected to others through just a small number of steps, propagates information quickly, but we can understand how social groups are formed. People maintain social relationships. Several studies in the last few years have highlighted the theories for the study of human behavior. Sources are available and data are increasingly becoming diverse.

Online Information

Information and data collection are in different ways. Online information is available very easily. It seems to offer goldmine of useful data. Public can download information from Internet connectivity.

Networks influence on social behavior

The current technological tools and communication devices labeled in different set of names. They are increasing day by day comparing to the past they are increasing nearly half of the percentage. Sometimes the family members worried about the networks as it may divert the young children because. The behavior is influenced by browsing the internet. Social net works display their connections in many ways. Social Net work sites represent new skills and many ways of participating in the world. Net work sites must and should be controlled to some extent. If we won`t have control on SNS then we may witness dangerous consequences like cyber bullying, on line harassment, cyber crimes. The underlying social and psychological characteristics influence provide another avenue for these behaviors.

The impact of social net working sites on Social behavior of human beings

Social net working sites has great impact on social behavior of the human beings. SNS is the gate way for the people. We can easily enter the SNS but it is difficult to quit SNS. We treat SNS is cute baby to compute and share the information to the society. We follow the ethical responsibility of using social networks. The impact of the social networking both have the positive and negative shades. Human beings are always fought to live social environment. The increasing responsibility on technology for communication and analyze the data among us. Some of the social sites are Face book Whatsapp e-mail, Linked in, Google, photo sharing and U-tube for video`s etc to increase the social relationships. Social net working sites creates a good bondage circle among our friends and family members. Families those who are living abroad feel near by utilizing skypenet work. Our feel is to live to the next door. These are some net works to give a chance to communicate.

Ethical Issues on Networks

Today human beings follow ethical issues and social impact on social networking. The advancement of technology has made healthier for people in all over the world. The usage of social net working increase day by day. From school children to Research scholar everyone is using technology in a progressive way. Through the technology, we are able to connect people around the globe. Now a days, people do things like Illegal but required ethics especially in the field of net working sites. Illegal means several kinds of opinions, sometimes some of the issues illegal to somebody but those are ethical for oneself. We are going to interact with others you even know pubic behavior. Intruders are always there outside so be careful in engaging interactivity in any aspect.Prior to the Internet, Social sites are now the demands of every human being of every single field and generation. We must take care of socializing with others. We must know the essence and impact of social net working in the present scenario.

Positive Impact on Social Networks

Friendship is easy connected through social networking. We say thanks to social net working sites. Few decades ago we want to communicate with our friends butIt was pretty tough to connect with people. Our communication and conversation is only we met on any place or any

party. The rise of mobile phones connecting the people in a new way. The social net works sprang up the whole idea of the people. Facebook is the way to make friends. So everyone say thanks to network connection as we are the people sharing our lives-the ups and downs, the twists and turns with people. They generally do care, and will tell you so. You may want to make new friends. The main point is all of us sharing their own experiences both good and bad on social networking sites.

Negative Impacts on social networks

Social networking sites connect us with in a larger community. It can also has its downside. Numerous casual relationships formed through social media, It is highly difficult social net working sites are more difficult for us to distinguish good relations. Every Coin has two sides, like that in every issue has positive and negative views. In the social media also we see some draw backs. In those, cyber bullying is also vulnerable threat. The devastation of these online attacks make us mental scars. Cyber bullying has spread highly among the youth. Social net working sites encourage people to be more public about the people personal life. We can create limitations. Our laws create some laws to give the punishment. Generally it can be highly difficult to control. It is need to control cyber bullying. Any social net working commit mistakes, blocked those net works, their effectiveness remain spotty.

Speedy communication

Men and women are working in the present society. They have their personal, family and individual commitments. Social networking offer a chance to communicate in a speedy and efficient manner. For example writing an update for Twitter takes all of 20 seconds. Sometimes we are making phone to our friends, the unnecessary banter arises in our conversation. Social networking sites allow you to live a life unhindered by small talk.

Touch with the world

People open the world and making it small place than it has ever been before. Before social net works everyone is equal, regardless location. Family living abroad far away from us. But now we feel that they are next door to us. Social net working sites have made the world small place.

Make Good relationships

Social networking sites can lead to the breaking up of relationships. Social networks can put you touch with those you have lots in common with, and that common ground is often the starting point for long lasting relationships. Face book is another network to share our communication. It is a common ground in an open society. Sharing information, making individuals much easier than is possible only online

Providing Opportunities for Communication

People are engaging in social interactions, authentic communication is language. The successful Communication is language through technology used by the people. Interaction is not only among the people but Interaction with technology accelerate us to become a successful language learners

Conclusion

   This paper focused language and communication through social networks Language used as human action. The importance of the social nature of language use seems to have had its greatest impact on views of the people can be performed. . It's almost like breathing—necessary for life but not something we pay much attention to unless problems develop. But unlike breathing, language has profound implications for social existence. It plays a role in virtually every aspect of our dealings with others. Social net works are integral part of the people .But we are using social networks for our safety. However, these studies must be finely specified and in the swing of things about pros and cons of usage of technology, and how it affects on social behavior. Social behavior is an avenue for technology. This cloud Technology is attractive to so many people because it offers something we do not have in the real world.

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32. Technology in Language Learning

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The present day global world has created such demand for cross-cultural communication that people can't help but pay more attention to language learning, both as a problem to solve and as a business opportunity to explore. Learning English language requires a significant amount of time and effort , besides being fortunate to have good trained English teachers or resource persons. Unfortunately, there is dearth for qualified language teachers. To meet the increasing demand, we can use technology as an effective additional source. Today, everyone, from educational institutions to new businesses, is looking at technology to bridge the gap. Teaching and learning English has become much easier and more interesting with the help of technology. Today's technology opened doors to overhead projectors, interactive whiteboards, laptop computers, while wireless internet has opened up the classroom to the outside world. Teachers who spent their lives managing with a textbook, a tape recorder and a blackboard are now adept at using power point to present grammar, playing podcasts to practice listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most ground-breaking of all – empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts . The World Wide Web offers a wide variety of resources throughout the world. Majority of web pages are in English. Accessing and using these pages in language education supports a socio cognitive approach by helping immerse students in discourses that extend well beyond the classroom, their immediate communities, and their language textbook. This is particularly critical for foreign language students who otherwise experience the target culture only through their instructor and select curricula. Students can use web pages as authentic materials for conducting research on culture and current events or for gathering material for class projects and simulations. Students can also publish their own work on the World Wide Web, thus enabling writing for a real audience. Students can also create their own custom video albums, which they store on their own computer diskettes. While text-reconstruction programs, concordances, and multimedia simulations are often used in pairs or groups, the software programs by themselves do not require human-to-human interaction.

Learning English with the help of Technology is simply amazing and interesting. It provides a secured environment for language learners in the form of language software available. For example, when an English learner can practice pronunciation on their own with the aid of audio video software packages , the stress and anxiety associated with recitation in front of the class is entirely avoided. The learner can gain confidence in private, before being required to participate in open classroom settings. Practicing language skills in a moderated, age-appropriate chat room is another safe environment where English learners can hone their written language skills without fear of personal embarrassment or failure. Moving beyond chat rooms, it is now possible for students to enter entire virtual worlds for learning language. The Internet's virtual world provides the perfect opportunity for students to interact through avatars. Collaborating with others in this dynamic environment provides as close to an ideal communication scenario for practicing conversation as one can get settings and with different levels of connectedness.

The technology-infused classroom, computer lab or learning center is the most traditional setting. English learner programmes can be delivered entirely on-site using software-based, standalone products, or they can be delivered entirely through online, distance education solutions. Blended learning, part on-site and part distance-based, is becoming more common as teachers and schools try to leverage Internet connectivity while still maintaining the personal engagement of in person, on-site teaching. But the truth is that with today's technologies, the English learner can continue his or her studies equally well at home, at the gym, while driving or virtually anywhere you can carry a small computer or other mobile device and/or be connected to the Internet. We are no longer limited to the classroom. Educational opportunities are now truly available 24/7, irrespective of location. As communication and computer technologies become smaller and more mobile, handheld mobile digital media devices are becoming the teaching tool of the moment. The ability to capture, download and listen to lesson segments, audio clips, and videos while being engaged in daily activities provides an additional opportunity outside the classroom to work on English skills. Podcasts are becoming a particularly useful teaching resource since students can replay segments as they hone their language skills. With these tools, education is spreading far beyond classroom walls. The opportunity to project educational materials through the Internet and mobile communications devices has dramatically expanded our vision of education without boundaries.

Technology can also be made use by watching movies and TV shows in a language we learn. lt is a great way to get the authentic listening practice to improve one's language proficiency. Watching English movies could expose learners to the foreign language and its culture which are inseparable. Research has shown that task-based learning—essentially, learning a language by way of tasks relevant to our daily life—is very effective. Changing the language settings on our phone, computer, or tablet can be an exercise in frustration. But if we are actively trying to learn a language, changing our settings gives us the opportunity to use a new language to complete tasks that we are already doing anyway.

We can sort and filter emails, search for apps, and browse the web, all in the language we are learning. In addition, we will have frequent opportunities to work on our reading skills, since every time we want to open an app, check our email, or find a document, we'll be forced to practice in the language we are learning. More tips like this offer chances to practice using a new language in a realistic, authentic setting, because we know that people learn languages best when real-life stakes are involved. So whether it's the movies we watch, the directions you follow, or the applications we use, if we are willing to try them in our new language, we may be surprised at how quickly we make noticeable progress. To conclude, technology facilitates a shift from passive to more active learning. A transformation is taking place, from thinking of the classroom as faculty-centered to student-centered, from giving academic credit for time spent on subject matter coverage to crediting students for their learning outcomes and demonstrated competence. Technology aided language learning is not only an excitement but a boon to teachers as well as learners . It offers a high degree of flexibility in the learning of second language acquisition and instruction. It makes the teaching and learning of English an infinitely enjoyable experience.

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33. Activity Based Learning English Language through Team Learning in Joyful Environment

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Heart of Learning is learning from Heart. The activity is the act the learner performs to do there by which the learner learns. The learner enjoys performing and remembers forever the learning objective of this paper is identify the target group their needs, the dynamic strategies to stimulate, motivate and channelize the learning to solve the challenges and testing methodology to be adopted. The target group is the first year B-Tech or BBM students. They have studied 14 years of English language and supposed to be acquired English language skills. Most of them are from rural back groundin vernacular Telugu medium. They face a lot of problems in expressing their ideas in English language. They are poor in Original ideas and poor in expression. The teaching Faculty, who are to train them are well qualified, well trained with modern techniques, a researcher, and an experimentalist to adopt the technology for learning quickly and effectively. The faculty acts as facilitator rather than inspirer.

The objective of the course is to develop English competency for communication, functional English, Technical English and to be aware of new trends in science and Technology and equip themselves with English language skills to refer to the original works and skills in Listening, Speaking, Reading and Writing. This, in turn, helps the students for Industry readiness to work in corporate sector efficientlyand effectively. The methodology is to adopt the technology to suit the needs of the target group. The learners are to use English language in situations in Interactive way.This is done by developing bridge course bridging the gap between Intermediate education and Technical education. There is significant shift from content based to skill based, from teacher centred to student centred, from text based to activity based. As the needs of the learners are changing dynamically the teaching methods are to be scientifically advanced to suit the requirements of the industry.' Fish is for a day but fishing for life' Chinese proverb. The teaching faculty are to prepare the learners for the target language, expose the learner with varied experience in LSRW.

The testing and measurement is test the learning of English language is identify the wrong usage, errors, editing skills, using the correct formats, using correct content, using correct presentation of data, using correct register, using correct style, using correct tone and expression. This is to develop professionally accepted usage of English to fit into corporate work environment. This is to be done on scientifically. The results are to be reliable and verifiable. The continuous assessment is done through week end test, Midsemester examination, and Semester end exam and assignments. There are two schools of learning English language namely: 1.Behaviourist School. 2. Psycholinguistic school. The former is i.e. Behaviourist school believes that the learning is based on stimulus and *response*. They believe that language learning is the result of repetition mechanical drilling, and habit formation. According to this school learning a language is no way different from the animal learning. The second school of learning language is Psychological or Mentalisitic School. The Psycholingusts like Noam Chomsky believes that each and every learner is equipped with LAD in infant's mind. This is like clean slate. The learnings are the impressions imprint in the mind. They believe that each

and every child is capable of mastering any language provided when he/she gets exposed to the target language. The more he/she gets exposed to the target language the more he/she develops inacquiring language skills.

The present paper deals with dynamic strategies like pair work, team work, group work, and class work. The learners are classified into different classes based on their interests. Some are in visuals, some are in sounds, some are in kinesthetics, some are interested in working in group, some are interested to work in pair, some are interested in painting, some are interested in project work, some are interested in Role play, and some are interested in PPTs. The teaching faculty decides the strategy opt for the particular learning group. At first the faculty identifies the needs and necessities of the learner, analyses the learners basing their linguistic abilities, identifies different strategies learning techniques which are suitable and opt for them.

Pair Work: Two heads are better than one head. The entire class is divided in to pairs. A task is set by the faculty with time limitation. At end of the time limitation the pair give the presentation. They collaborate and work together to accomplish the task. Ex Introducing the friend, giving direction, demonstrating preparing the favourite dish .etc.

Team Presentation: The teaching faculty divides the class into groups by counting VIBGYOR. Each team selects a president, the secretary, the presenter, and the team members. A task is assigned to give a PPT on given topic. The group divides the task into different areas to work such collecting data, compiling the data, presenting the data, editing the data, presenting the visuals to support presenting before the selected audience and responding to the feedback sessionEx: PPT, Project work, Book reviews, and Interviewing.All the team members will be working in Unity and presenting together.

Group Presentation: The faculty divides the class into groups. Each group consists of 6 to 8 members. The group is given a task and fix thetime limitation with special instruction. At the end of time limitation the group is asked to present the group's views and interact before selected audience. This is an effective diagnostic device to know the metal with which the candidate is equipped like leadership skills such as initiation, presenting new ideas, convincing. And concluding or summing up skills. Here a few certain rules are set such as not to interrupt, not to criticize, not to be aggressive and not to be silent.Ex: Group Discussion, Group Presentation. There is a spirit of competition.

Creative Writing Skills: The students are given an open ended story, beginning of the story. The students are asked to give their own ending. The students are asked to write a diary entry. Here in this task the students' creativity, spontaneity, and presence of mind.

Reporting Skills: The faculty divides the class into a few groups. He /she gives the verbal input and essential facts and figures about an event/incident/accident. The students are to draft the report for the newspaper or magazine. The content and presentation is to be opt. Care has to be taken the student uses register.

Interviewing: The faculty assigns the students to interview a guest or expert in a field so that the readers will be getting crucial information. The team are advised to prepare some interesting questions, fix the appointment, recording the interview and prepare the report which is readable.

Travelogues: The faculty assigns the students to write their experiences in the form of travelogue. The students focus on the geographical location its culture, habits of the people, food habits, and speciality of the place and its significance .i.e., historically, culturally, religiously and industrially. The best time to visit and what care is to be taken.

Listening Skills: Listening is the first skill that every learner is exposed from the infant stage. Listening is done in two ways 1. Active listening 2. Passive listening Active listening is done with a specific purpose paying attention with interest in the topic, the speaker, and purpose of talk. The passive listening is done without above conditions. It is an important skill in the class room, seminars, Group discussion, and at time of interviews.

YouTube Inspiring Vedios: The faculty exposes the students with You Tube inspiring vedios from the famous personalities like A.B.J.AbdulKalam, Narayana Murthy, Kalpana Chawla, Swami Vivekananda, Steve Jobs, NarendraModi, Sachin Tendulkar, Sunil Gavaskar, Dhoni, Buffet and Barak Obama. They give inspiration to the students to develop into winning public speakers.

Thematic Apperception Test: The faculty divides the class into groups. Each group consists of six to eight members. Each team is given a cover containing a visual or picture which is cut into pieces differently. The team members are assigned to assemble to form into a complete picture. The team are to present a talk for about ten minutes. Here the students show their team spirit in healthy way to compete with others teams.

Role Play: The faculty divides the class into groups. Each group is given a situation. The team members are to present the situation before all the class members as skit. The students are to prepare the dialogues. They are to present before all the class members.

Advantages of Using the Strategy
- The learners learn the language with complete involvement.
- The learners enjoy performing as team. The members co-operate, co-ordinate, perform.
- The learners share   in a free and frank atmosphere.
- The learners over come their inhibitions, weaknesses, inertia, indifference.
- The learner understand each other. They support each other and they encourage each other.
- The learner identifies the inner strengths and accept the weakness.
- The learners enjoy team spirit with open mind and heart. Accept the suggestions and continuously to improve the learning out comes.
- The learners concentrate on the skills in LSRW i.e. Listening, Speaking, Reading, and Writing.
- This is a learner centered strategy where the learners enjoy freedom with self-esteem.
- The faculty is to be creative, resourceful, motivating the learners by encouraging, advising and guiding them positive feedback.

- Each student is totally involved in learning, sharing, co-ordinating and organising with the team members.
- The faculty is to bring novelty, creatively, intelligently the learners are to enjoy and learn effectively.
- Coming together is the begin to learn. Working together is to grow together. Performing together is winning together.

Limitations
- The learners develop only communication skills but not literary skills.
- The learners learn the language skills with self-initiation, involvement, and commitment.
- The learners do not develop referential skills.
- The learners do not learn by themselves .
- The activities must not be sterio type. Repitition and imitation kills the creativity.
- The faculty must not be traditional teacher centered, text centered.
- The learners are to continue to practice in real life like situation.
- The learners are to be conscious to perfect their learning

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34. Using ICT to Help Students Learn English Language in the Class Room

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Technology is developing rapidly. It is available anywhere and for any purposes. It also provides some ease for teaching. Teachers have got some possibilities to make a good use of technology for their teaching. As a teacher of English subject I try to be open with this development. I try to learn how to get benefit of using technology in helping my students learn English and use their English. Based on my research I also have my students" comments when learning English using technology. These comments are not far from what scholars says about learning using technology. They are: making students autonomous, independent, providing, choices, giving fun and enlarging students" horizon. I have tried some activities of using technology for learning with my students; however, they could be no longer new to others. My point is that trying new ways of teaching. I hope that those will make my students enjoy their learning and facilitate them to learn. For this reason I want to share some of activities I did or I am still doing it and they work on my students.

I would like to reveal my experiences with my new batch of students this year. I feel that I have to use my computer and internet facility I have in order to bring some changes in the learning methods and materials of my students. Later I wanted to know the standard of my students in language skills i.e., listening with comprehension, speaking, reading and writing. A test was performed to find out the language deficiencies of the students. From the test it was found the vocabulary of the students was poor. They had a lot of errors in grammatical forms. They had problems with tense, word-class, subject-verb agreement, word-choice, word order and sentence structure. Problems with spelling, incoherence, comprehension and rephrasing were also noticed in the writings of the students. In reading comprehension students often copy sentences from the text in order to answer questions due to the lack of analytic ability. On the other hand, when they tried to write on their own, often they could not write what they intended to. Out of fear many of the students did not event attempt to answer all the questions. I felt that the errors made by the students should be addressed and measures should be taken accordingly while selecting the classroom activities. The students were given lessons one hour a week, supplemented with the text and other related materials, such as other contextual and culture friendly stories, rhymes and jokes.

Mixon and Temu (2006) points out that the use of local or national stories ensures that the students know the background culture and may already know the story. Writing their opinions on a certain behavior of a character in the text or on any simple incident from the text, the students learned to express in their own ways. Often the class switched to common everyday topics which were discussed by the students in their individual about their opinions from their friends and also technical solutions and supports about using the language without being discourages at any point "The most important thing is that sometimes the students blossom more with this kind of activity and are able to express themselves." (Lem, 2001:4). He also suggests the importance of having a warm classroom rapport which rather accelerates the progress of the learners. Again, the lesson has to be fully integrated with the syllabus and including class journals would offer another outlet to those students who don"t speak much in the class. (Lems, 2001)

Sharing the stress and success of the learners through plenty of encouraging and short in-class practice helps the students a lot. These should be considered seriously while they were taught in the class. The various themes in the story and the style and the pictures that support the stories help the students get involved with the text. In case of teaching language through literature, the text acts as a material to promote critical thinking and to develop language. The stories of reasonable length that are loaded with vocabulary and have compelling topics are encouraging for the students. The work must be integrated properly with the syllabus so that it holds some importance for the learners, and they enjoy it with a sense of seriousness and significance. The students‟ proficiency level should also be taken into consideration before selecting a text for them. McKay (1982:536) rightly points out "success in using literature greatly depends upon a selection of text which will not be overly difficult on either a linguistic or conceptual level". Stories can both entertain and educate young learners. As Mixon and Temu (2006) mention in their essay, there is strong support for story telling in pedagogical theory. Zipes and Morgan (cited in Mixon and Temu, 2006) find stories to be a basic part of the whole language approach to learning, reaching the "whole person" and appealing to the subconscious. Stories that are based teaching language through Literature 289 on real-life incidents experienced by students themselves can help the learners appreciate and respect the culture and the values of various groups.

According to Krashen (1982), stories lower the young learner‟s affective filter, allow, allowing them to learn more easily. Again, as the themes of folk stories and myths are universal, people everywhere appreciate tales from other groups even if they aren‟t from the listener‟s own culture. It enhances the esteem of the learners who are pleased to find that they are learning „English‟ from a story that comes from their own part of the world. I decided to use Internet and download some stories to use as additional learning material for my students. I have selected some stories from http://www.outbetterworld.org/story/ and distributed the printouts: The Bus Driver on 13; The Smiling Migrant Mas; They stop to listen to Street kids; You will Never Guess Where; School of Life; A Journey to Inspire; Food for Good; Seeing to Their Future; The Lucky Iron fish; Your Grand Mother Could Do That; Our February Christmas; Horses Don't Judge You; Water is life.

A Shot in the Dark
These stories are all from real life of people from all over the world. These are very inspiring as they are the real stories of the people who narrate their experiences. The organizer of this website says that they think stories are magical and the people are powerful. Because both have the ability to touch the heart, challenge the mind and spark the soul. So they tell stories, with a focus on Asia, to bring together the magic of stories and the power of people, to inspire the change- to make it out better world. Along with featuring people who are changing lives and whose lives are changed, they pull together a range of tangible, useful actions for us to join the journey. Our better world is an initiative of the Singapore International Foundation.

Since the ultimate goal of the EFL classrooms is "acquisition" of English, the teaching has to provide the students with language input and activities that best aid them in their learning process (Kellem, 2009). He further argues that the two main pedagogical approaches to teaching literature have their roots in literacy criticism, the first one is stylistics and the second is the reader response. Stylistics is the direct application of linguistic evidence to interpret and analyze

literature and stylistic analysis strongly represents the EFL instructional perspectives (Short, 1996 cited in Kellem, 2009). Through stylistic analysis the students can have the opportunity to explicate the formal features of English including the levels of phonology, vocabulary, grammar and discourse and relate them to an understanding of the texts. Responding aesthetically to literature facilitates students‟ enjoyment and engagement with literature. Again the freedom of expression of the learners ensures a collaborative learner-centered classroom that takes into account the EFL students‟ individual differences learning goals and affective factors. Taking these into consideration, the following activities were designed and implemented in the classes to suit the need of the learners so that could get the required input for optimum benefit. a) Guessing from the title; b) Visual prompts

Various pictures and visual prompts can trigger the imagination of the learners. An easy beginning is to show them the cover design of the book and ask them to say what they feel about it. Several other specific questions can be asked to bring out the society, people, class, country or other information. We can mention some words and phrases from the text and ask the students to think about them and tell their denotative meanings. The deeper connotative meaning of the words in relation to the text is uncovered and the students can be taught from it. This explains the use of words in different contexts. Gradually they can relate the words with the story itself.

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35. Remedial Measures to Improve English Language Proficiency of Slow Learners in Telugu Medium Schools of Andhra Pradesh: A Case Study

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1. Introduction

Slow learning is one of the major problems of students in developing countries and reflects their poor attainment levels in English .This may be attributed to the negligence of systematic teaching to the primary and secondary students. Every student has distinct learning styles, interests, attitudes, and also socio and economical contexts. The mosaic and complexity of Indian society often contributes to variations in language learning. Hence, a few students perform below the expected grade level and get labeled as slow learners. Instead of labeling them, we should try to identify the root cause of their slow learning and address it. They need special integrated approach of teaching that includes instructional pacing, simplified learning material, continuous feedback and frequent error correction. This integrated approach can solve most of the learning problems slow learners face.

1.1 Statement of the problem

Most often, in Telugu medium schools of Andhra Pradesh, especially, those in Guntur district, ten years of exposure to English in their school study does not make the students proficient in English. Why does this happen? Is it because English is not taught properly while they are in school? The present analysis shows that a majority of the students who are studying in Telugu medium schools, rural or urban, hailed from rural areas only. Bilingual method is adopted in their language classrooms. This method helps slow learners only to some extent. It is common in these classrooms for a student who does not understand English to request for explanation in their mother tongue, usually Telugu. Consequently the English teacher is in the state to adopt bilingual method. It is observed that, in these schools, students are informed that English is an international language, and not a second language. Language learning requires constant practice, patience of the learner and use of contemporary teaching methods by English teachers. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language no matter how hard they may try. This kind of tendency prevents students from learning new languages. Even though students study English for five years, many of them fail to produce a paragraph (of 50 words) on their own without any grammatical error. The assumption is that they study English to pass the examination only and not for communication. Just as they do not learn every day science or mathematics for practical purposes, English too is not learned for communicative purpose. Critics believe that the existing examination system in these schools is such that it allows for students to learn by rote memorization rather than learning creatively as it does not test their analytical and creative skills. In this process, they memorize lessons, reproduce them in exam halls and forget them within a short period. They learn basic grammar only for the purpose of passing the tests and examinations and not for real life situations. Moreover, application-oriented advanced grammar teaching methods are not followed in these schools. Furthermore, adequate practice is not given to students to learn a language. Some other problems which a language teacher faces are, first,

the problem of classroom management and second, the problem of varying levels of student learnability.

2. Research Methodology
2.1 Sampling Plan

The survey was conducted on the Telugu medium schools in Prakasm district of Andhra Pradesh. For this study, three high schools from rural area and three high schools from urban area are taken and a study was conducted on two hundred students of the selected schools. Separate questionnaires were administered to the teachers and students of thee schools.

S. No	Name of school	Class Strength	Students observed
1	ZPHS, Sankhavarappadu	48	33
2	ZPHS, Ballikurava	110	33
3	ZPHS, Valaparla	152	34
	Total		100

Table 1. Sampling plan for students' questionnaire survey from Rural area

S. No	Name of school	Class strength	Students observed
1	SPGBHS, Addanki	114	34
2	SPGGHS, Addanki	76	33
3	ZPHS, Kakanipalem	64	33
	Total		100

Table 2. Sampling plan for students' questionnaire survey from Urban area

2.2   Methodology

The students of Telugu medium were selected as the sample. In this section we deal with personal details of the students such as Name, Gender, Area, Social Background, Economical Background, and Parental Educational Background. This study included the variables as shown in the table.

2.2.1   Social Parameters

S. No	Area	SC	ST	BC	OC
1	Rural	24	-	49	27
2	Urban	42	05	41	12
	Total	66	05	90	39

Table 3. Social background of the students

Caste-wise distribution of the students: SC – 33%, ST- 2%, BC- 45% and OC – 20%.

Community-wise distribution of the students: Backward community - 80% and Forward community – 20%

S. No	Area	Un-educated	Up to 5th Class	Graduate, Post-graduate	TTC B.Ed	ITI/ Polytechnic
1	Rural	33	56	09	-	2
2	Urban	31	59	10	-	-
Total		64	115	19	-	2

Table 4. Father's educational background

Literacy distribution of Fathers: Un-educated - 32% , Up to 5th class - 58%, Graduate/Post-graduate – 9% and Technical – 1%.

S. No	Area	Un-educated	Up to 5th Class	Graduate, Post-graduate	TTC B.Ed	ITI/ Polytechnic
1	Rural	40	57	03	-	2
2	Urban	56	40	04	-	-
Total		96	97	07	-	2

Table 5. Mother's educational background

Literacy distribution of Mothers: Un-educated- 48%   Up to 5th Class- 48%, Graduation/PG – 3.5%

S.NO	Area	Below 60,000/-	Above 60,000/-
1	Rural	77	23
2	Urban	88	12
Total		165	35

Table 6. Student's economic background

Economic distribution of students: Below poverty line(BPL)–83% and above poverty line–17%

Most of the students selected for the study are staying at social welfare hostels and studying in the schools. It can be inferred from the data that their poor social, economical, parental educational and cultural background makes the student slow learners. Slow learners are students who learn more slowly than their peers, yet do not have a disability requiring special education (Griffin, 1978). According to Lescano, slow learners are not successful in class rooms due to general socio-cultural problems. Khan points out that a number of factors are responsible for a slow learning such as lack of a secure environment, absenteeism from schools, overcrowded class rooms. A number of students become slow learners due lack of attention and support given by parents. When parents do not have enough time to discuss their child day to day events in the class room, the child may feel neglected and lose interest in learning English. Poor socio-economical problems of parents can also make a child a slow learner. Karlin, M.S. and

Berger, R. say that many children are slow learner, as a result of financial or impoverishment. The illiteracy of parents, poverty, the un development of areas they live in, poor social background of the parents make them slow Lerner. To determine why some students are slow learners, a teacher has to look at various social parameters listed above.

3. Finding a Slow learner

Teachers have to identify some of the root causes of slow learning as listed below:

1. Lack of English-language understanding.
2. Younger than rest of class.
3. Preoccupation with domestic problems/problems at home.
4. Weak memory, attention span, processing, or social skills.
5. Lack of exposure to school, books, or rigors of the school day.
6. Reading, writing, or math difficulties.
7. Low self-esteem.
8. Lack of organizational skills.
9. Health issues (past or present).
10. Frequent absences from school.
11. Weak class room management.
12. In frequent oral or written communication with child parent.
13. Lack of experience in class room differentiation.
14. Lack of meaningful practice of what was taught both in class and for homework.

After identifying the slow learners, the teachers should consider the following aspects:

1. Differentiate classroom instruction, improve organization- al skills, and effectively manage classrooms.
2. Team-teach and promote cooperative learning.
3. Modify materials to meet the needs of slow learners, reduce distracting information in class materials, and plan work at the appropriate level for success.
4. Check for understanding, promote active learning, provide concrete examples in lessons, and motivate students.
5. Work with bilingual students.
6. Use educational games, puzzles, and other reinforcement techniques.
7. Use multiple modalities (*e.g.,* auditory, visual, tactile) when giving directions, explanations, and information.
8. Develop a behavioral contract and use effective behavior modification techniques.
9. Teach students to:
a. Take notes when reading;
b. Outline reading materials;
c. Use context clues;
d. Highlight important information;
e. Find auditory cues to help them remember information;
f. Maintain folders and other organizational skills; and
g. Cue the teacher when they do not understand something.

4. Remedial Measures

Teachers' responsibility lies not only with the average and above average students but also with below average/slow learners. In short, a good teacher has to handle classes for all the students in a classroom. Individual attention will solve all kinds of problems which arise while taking classes. As a remedial measure, slow-learners should be given extra coaching and counseling. If a student errs in a class he/she should not be scolded or punished for his/her misbehavior in front of his/her peers in the class. This will weaken them psychologically. Instead, call such students individually after class hours and provide valuable advices and counsel them about the importance of English in the everyday and academic contexts. This will create a congenial relationship between staff and students.

To ease problems from the day one onwards, an English teacher has to encourage the students to talk in English only. Immersion technique comes handy when the teacher tries to expose the student students to English using environment to the maximum extent possible during their regular classes. This act makes them confident. By taking extra care, the English teacher will impart the nuances of spoken aspects of a language once/twice in a week as a remedial measure. When such type of spoken English classes begin, student-friendly or learner-centric environment will certainly prevail, as more and more students will participate in the session. Teachers should motivate students for participative learning. This will solve all the stumbling blocks in students. Teaching learning is not a one-way process. It is a multi-way process. As soon as the teaching is over, students should be encouraged to raise their doubts and clarify them immediately. By doing so, students' confidence levels rise up and facilitate faster learning of English language. To develop this, sufficient practice must be given to students in their preliminary stage. While maintaining classroom management concurrently learner-friendly atmosphere should be maintained. This ensures students to learn more and participate more. Above all, a teacher is also a friend, guide and a philosopher to the students. He/she guides students not just to pass the year end examinations but also to face challenges and take develop right attitude during the time of crisis in learning. This is, of course, a real and tough task ahead of a good teacher.

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36. Enhancing Communicative Competence and Need of ICT in English Language Teaching

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Introduction

Today's world is undergoing a rapid change which is caused by globalisation process. The purposes for which people learn English today have also evolved from a cultural and educational enterprise to that of international communication or language of globalisation. This process affects all spheres of knowledge and human activities giving rise to numerous projects concerning language acquisition and language proficiency and highlights the extreme importance of developing communicative competence. The knowledge revolution in the present age, the importance of career purposes and employment opportunities demand a greater need for communication skills. A fair high degree of proficiency in English and excellent Communicative skills enhance students' employability.

Communicative competence: Communication is the cornerstone of language teaching and communication in the exchange of information or ideas. It is an art of expressing a message in a way that allows others to understand. Communicative competence is the ability to communicate in a personally effective and socially appropriate manner. It is a requisite to discuss and learn about all and other concepts. Communicative competence includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence Canale and Swain (1980). And it is a highly topical linguistic term which refers to a language users' grammatical knowledge of syntax, morphology, phonology, as well as social knowledge about how and when to use utterences appropriately. Through the influence of CLT it has become widely accepted that communicate competence should be the goal of any language education central to good classroom practice. The goal of language acquisition is communicative competence : the ability to use the language correctly and appropriately to accomplish the communication goals.

Grammatical competence: Chomsky calls grammatical competence as linguistic competence and Hymes says what is 'formally possible'. It is the domain of grammatical and lexical capacity. It includes increasing expertise in grammar, vocabulary, and mechanics. With regard to speaking, the term mechanics refer to basic sounds of letters and syllabus, pronunciation of words, intonation and stress (Scarcella and Oxford 1992:141). To convey meaning, ESL learners must have the knowledge of words and sentences. They must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Grammatical competence enables the speaker to use and understand English language structure accurately and unhesitatingly which contributes to their fluency. Grammatical competence is knowledge of the structure and form of a language, some of which include its morphologic, syntactic, phonemic and graphemic features.

Socioliguistic competence: Sociolinguistic competence refers to an understanding of the social context in which communication takes place including role relationships, the shared information of the participants, and the communicative purpose for their interaction. For effective and appropriate use of target language, learners must have competence which involves knowing what is expected socially and culturally by users of the target language. Learners must acquire the

rules and norms governing the appropriate timing and realisation of speech acts. Learners know what comments are appropriate, how to ask questions during interactions and to respond non verbally according to the purpose of the talk. "Adult second language learner must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly" (Brown 1994:238). Sociolinguistic competence focuses in the recognition in accordance of the rules of interaction, taking turns, appropriate greetings, proper use of formal / informal register, naturalness or overall native - like language.

Discourse competence: Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of the meaning is represented in relationship to the entire discourse or text. ESL learners must develop discourse competence, which is concerned with intersential relationship. In discourse whether formal or informal rules of cohesion and coherence apply. This aids in holding the communication together in a meaningful way. Both production and comprehension of a language require ones ability to perceive and process stretches of discourse. Effective speakers should acquire a command as structures and discourse markers to express ideas, show relationships of time and indicates cause, contrast and emphasis (Scarcella and Oxford 1992). The knowledge of relationship between and logic across sentences and phrases is characteristic of discourse competence. An individual with strong discourse competence can aptly judge the relationship between different ideas within a text.

Strategic competence: Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. Strategic competence "is the way learners manipulate language in order to meet communicative goals" (Brown 1994:228). This is the most important of all elements of communicative competence. In speaking it refers to ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems. It is characterised by the ability to make the most of the language particularly when compensating for language deficiencies.

To access communicative competence and determine a student's growth and skill, world language teachers turn to how communication is defined within the standard. Communicative competence is manifested within the national standard, through the interpretive mode, interpersonal mode and presentation mode of communication. The interpretive mode of communication is characterised by the ability to interpret and understand spoken and written language whereas interpersonal mode of communication describes the ability to maintain, conversation between two or more individuals. The presentation mode of communication is highlighted by information presented through spoken or written language when combined the three modes of communication represents authentic real world communication setting.

Integrated approach: Language is often called a skill rather than a subject which is learnt by constant practice. It is more a matter of doing than of knowing. The two language skills namely listening and reading require less exertion on the part of the learners. These are called receptive skills because when listening or reading, the person is at the receiving end of the communication channel. Speaking and writing on the other hand are active skills. The person is at the transmitting end of the communication channel. These are productive skills, and the skills overlap as language is not an amalgamation of diverse skills but it is one integrated skill. In most

cases we have to use more than are skills simultaneously. For e.g. if we are engaged in conversation we have to listen and speak. Writing in most languages is representation of speech sounds, which in turn represent the meanings. In early stages, written medium cannot be taught without reference to the spoken medium. Since the learner has to learn language from others, he has to gain language experience first through skills of comprehension, listening and reading before he can learn corresponding expressive skills. The comprehension skills are learnt before expression skills. The written medium is dependent on the spoken medium. Reading also forms a good basis for writing. No skills can be learnt in isolation because they are interrelated and interdependent. What is learnt through one medium can be transferred to the others. The complex nature of language skill shows that teaching of one skill overlaps the other and thus exercise of one skill facilitates the learning of the other skills.

We Indians are not native speakers of English. We use English as a second language. Learning is not as natural to us as it is to the native speaker but an activity in formal classroom teaching. The native speaker of English imbibes the language and becomes familiar with the components of English in the natural process of growing up. For us, learning English is essentially a deliberate effort at developing a command and control of the different components of the language; its phonology, its morphology and its syntax. From the moment of his birth, the native language child is exposed to the sounds of the language. He is thus in contact with these sounds for most of his waking hours. Most of the language he hears is directed at him by other people. Without any conscious effort he learns the essential components of his language. The two significant factors in the process of language acquisition are that the child is exposed to spoken language and that he hears linguistically uncontrolled language. Communicative abilities include language skill. Content-Based Instruction views language as one involving several skills together. Students should be involved in activities that link the skills because this is how the skills are generally involved in real world. Students may read and take notes, listen and write a summary or respond orally to the things they have read or written. Modern approaches like CLT, TBL and CLIL can be incorporated into the pedagogy of the English classroom.

Modern approaches

CLT aims at communicative competence and procedures for teaching the four language skills that acknowledge the interdependence of language and communication. The approach starts from a theory of language as communication. Hymes (1972) referred to communicative competence as the goal of language teaching. Communicative competence is the ability to intact well with others or it is the ability to communicate in personally effective and socially appropriate manner. According to Canale and Swain (1980) it includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Littleword (1981: 1) states "one of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language". Breen and Candlin say that learners' role in CLT is as negotiator - between the self, the learning process and the object of learning-emerges from and interacts with the role of joint negotiator within the group and interacts within the classroom procedures and activities which the group undertakes (1980:110). The teacher plays the role of a facilitator, participant, researcher, need analyst, counselor and group process manager. Materials are to be text- based and realia .

TBL: Tasks provide input to learners and opportunities for meaningful language use, both of which are generally considered valuable in promoting language acquisition (Swain 1995). In TBL, basic pair work and group work are often used to increase student interaction and collaboration. Structured co-operative learning formats can be used in task-based instruction. This method exposes language learner to authentic language and challenge them to interact naturally in the language. Learners rapidly gain a true picture of richness and complexity of the English language as employed for communication. English becomes a real means of interaction and sharing among the people. The approach allows to track students' progress in multiple skills at the same time. Integrity the language skills also promotes the learning of real content, not just the dissection of language forum. The learner plays the role of group participant, monitor, risk taker and innovator and sequencor of tasks, preparing learner for tasks, consciousness-raising etc. TBI proponents favour use of authentic tasks supported by authentic materials, newspapers, television, internet and other sources. This method depends on tasks as the primary sources of pedagogical input in teaching.

CLIL: CLIL refers to an approach to second language teaching in which teaching is organised around content information that students will acquire. It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (Krahnke 1987:65). Content refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. The main principles are people learn a second language more successfully when they use the language as a meaning of acquiring information rather than as an end in itself and CLIL better reflects learners needs for learning a second language CLIL addressees the role of language as vehicle for learning content and it views language use as involving several skills together. Language is used for specific purposes. CLIL addresses the role of language as vehicle for learning content. It views language use as involving several skills together.

Need for ICT

In past days education was only a means of acquiring knowledge rather than for obtaining employment. But in the globalisation scenario education has become an essential prerequisite for employment. The advancements of technology paved a new way for Information and Communication Technology. In recent years the use of those aids especially those related to computers has increasingly become a common feature of the classroom. They perform the vocational and pedagogic roles. ICT is a valuable tool to enhance teaching and learning. For teachers it is a professional resource mode of classroom delivery and a source of valid and valuable text types. For students, ICT provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is tool for researching, composing and responding and viewing and representing in English. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. Information is the processed data in a meaningful and purposeful form. Communication is a process by which we assign and convey meaning in an attempt to create shared understanding. It is the transfer of information from one person to another, whether or not it elicits confidence. Technology is a scientific knowlege of art or skill. ICT can be described as the utility of technology to support to effort of conveying information and communication particularly in the area of education. The technique includes digital technologies such as computer, internet, audio-visual devices, mobile phones, networks, broad band and so on.

ICT facilitates exposure to authentic language, provides the access to wider sources of information and varieties of language, given the opportunity to people to communicates with the world outside, allows learner - centered approach and develops learners' autonomy. ICT has many benefits for the classroom teacher. Using ICT for presentation enables teachers to show ideas dynamically and deliver content effectively. It signals a shift from the conventional position of power held by the teacher to a more collaborative approach to learn. They allow the teacher to assume to the role of facilitator while students take as an increasing responsibility for their learning. Teachers can use a range of teaching tools, such as discussion boards, forums, e-mail raps, videos, e-movies, mobile phones etc. Their use in the English classroom extends beyond its motivational value to address key outcomes of the syllabus and allow students to become competent users as well as consumers in English. Research suggests that incorporating ICT into English curriculum can improve writing and reading skills, develop speaking and listening skills, support collaboration, creativity, independent learning and reflection.

Hartoyo (2008) asserts that ELT has been shaped by search for one best method of teaching language whether focus of instruction has been reading, the grammatical rules and vocabulary of the target language (grammar translating method) speaking (direct method, audio-lingual method. The silent way, suggestopedia communicative approach). The latest method CALL, Computer Assisted Language Learning which is flexible and is supported by experts as it supports the utilisation of ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied. ICT supports the process of conveying information and communication. The ways of conveying do not have to be carried out directly between the communicator and the communicant. The development of ICT makes the process of communication between the communicator and the communicant in easy way through telephone, internet, email, satellite, television, video conference and so on. ICT has an important role as the media bridging the language process. They help in presentation, practice, authoring, assessment, publishing, communication, simulation etc.

ICT in language context
There are some kinds of technologies classified into information and communication technology commonly used in language context.

Interactive media: It is the integration of digital media including combination of electronic text, graphics, moving images and sound into a structured computerized environment that allows people to interact with data for appropriate purposes - internet, telecoms, and interactive digital television, overhead projectors, audio devices, video devices etc.

CALL: Computers can be utilized with other multimedia learning devices or it can stand alone and still serves. Its basic purpose is as an electronic medium of language learning. They can be used as vehicles for delivering instructional materials to learner for understanding language through spelling and grammar checker, desktop editing programmes. Studies have found positive effect associated with technology aided instruction. The learners can edit and save on written text and e-mail exchanges help to communicate with each other. The learners can conduct activities independently in groups with some support from teachers. They can search sources for learning

materials. They get meaningful practice in authentic texts and opportunities for progress in language acquisition. Computers facilitate high order of learning skills - problem solving, decision making and critical thinking.

Audio devices: They include speakers, earphones, CD's etc and can be used with other media to form interactive multimedia. Internet can be used as a medium of language through email WWW, text, audio and video and video conferencing. They help to support teachers who don't feel as confident with their own language skills.

Television and video: The teachers need to lead students to an appreciation of video as valuable tool for language learning and help to develop viewing skills. We should make the students focus their eyes, ears and minds on the videos to increase comprehension and recall and add to gain from viewing.

PowerPoint: The learner can understand and learn the application easily the powerpoint especially in learning new terms and vocabulary. It is the easiest tool to draw the attention of all students.

Mobile phones: Internet can be connected to a mobile phone and learner can browse net for picture, information, ppts, reading materials. Mobile dictionary is of a great help. They can captivate beautiful pictures and natural sceneries. Teacher can record or download audio clippings from internet, or movies and play in the classroom.

Interactive white board: An interactive whiteboard is large interactive display which works in conjunction with a computer and a projector. It is an effective way to interact with digital content and multimedia in a multi person learning environment and student centred approach to teach language.

Conclusion

When the grammatical, sociolingual, discourse and strategic competencies are skillfully compose the result is successful communicative competence in which one can express, interpret and negotiate meaning. Halliday (1973) describes seven basic functions that language performs for children learning their first language, the instrumental function, the regulatory function, the interactional function the personal function, the heuristic function, the imaginative function, the representational function. Learning a second language was similarly viewed by proponents of communicative language teaching as acquiring the linguistic means to perform difficult kinds of functions. These functions embrace all the four primary skills of LSRW as well as associated or relation skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage. This necessity leads to optimal English as Second Language (ESL) or English as a Foreign Language (EFL) communication when skills are interwoven during instruction. This is known as the integrated skills approach. The two types of integrated skills instruction are content based language instruction are content-based language instruction emphasizing learning content through language and task-based instruction which supports doing tasks that require communication. CLT aims at communicative competence. All these methods benefit from diverse range of materials, text books and technologies that provide integration of LSRW skills and communicative competence. The teacher plays a key role in the success or failure of ICT

tools in the language classroom. It is the teacher who has to select the authentic materials like, paper cuttings, movies, clippings, commentaries, games and provide chances of achieving the important goals for motivating students' interest, providing realistic practice, stimulating language use and heightening students' awareness of particular language points. Incorporation of ICT tools is best when it is used carefully and intelligently as they make learning interesting, motivating, stimulating and meaningful to the students.

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37. Strategies and Methods of Effective writing skills

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Introduction

The writing process—prewriting, drafting, revising and editing, rewriting, publishing—mirrors the way proficient writers write. In using the writing process, your students will be able to break writing into manageable chunks and focus on producing quality material. The final stage, publishing, ensures that students have an audience. Students can even coach each other during various stages of the process for further emphasis on audience and greater collaboration during editing. Studies show that students who learn the writing process score better on state writing tests than those who receive only specific instruction in the skills assessed on the test. This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects. Success in writing greatly depends on a student's attitude, motivation, and engagement. The writing process takes these elements into account by allowing students to plan their writing and create a publishable, final draft of their work of which they can be proud. It addresses students' need for a real audience and to take the time to draft and redraft their work. You can help your students think carefully about each stage of their writing by guiding them through the writing process repeatedly throughout the year and across various content areas.

Strategy in Practice

"When I sit down to write a book, I do not say to myself, 'I am going to produce a work of art.' I write it because there is some lie that I want to expose, some fact to which I want to draw attention, and my initial concern is to get a hearing." (George Orwell)

The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards.

The following are ways to implement each step of the writing process:

- **Prewriting**—This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece. For kindergarten students, scribbling and invented spelling are legitimate stages of writing development; the role of drawing as a prewriting tool becomes progressively less important as writers develop. Have young students engage in whole-class brainstorming to decide topics on which to write. For students in grades 3-5, have them brainstorm individually or in small groups with a specific prompt, such as, "Make a list of important people in your life," for example. Online graphic organizers might help upper elementary students to organize their ideas for specific writing genres during the prewriting stage. Prewriting identifies everything you need to do before you sit down to start your rough draft.

- **Find your idea:** Ideas are all around you. You might draw inspiration from a routine, an everyday situation or a childhood memory. Alternatively, keep a notebook specifically

devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration.

- **Build on your idea:** Two of the most popular methods of fleshing out your idea are free writing and brainstorming. Free writing means writing every idea that comes into your head. Do not stop to edit your mistakes, just let the ideas flow. Or, try brainstorming. If you're on a computer, try a manual process first to help you visualize your narrative: write your idea in the center of the page and work outwards in all of the different directions you can take your story.
- **Plan and Structure:** Piecing the puzzle together comes next. It's time to sort through your ideas and choose which ones you will use to form your story. Make sure you keep your notes even after your book is published – there may be the seeds for your next story as well.

"The first sentence can't be written until the final sentence is written." (Joyce Carol Oates, WD)

- **Drafting**—Have students work independently at this stage. Confer with students individually as they write, offering praise and suggestions while observing areas with which students might be struggling and which might warrant separate conference time or minilessons. *"Write. Rewrite. When not writing or rewriting, read. I know of no shortcuts." (Larry L. King, WD)*
- **Revising and Editing**—Show students how to revise specific aspects of their writing to make it more coherent and clear during minilessons. You can model reading your own writing and do a think aloud about how you could add more details and make it clearer. Teach students to reread their own work more than once as they think about whether it really conveys what they want to their reader. Reading their work aloud to classmates and other adults helps them to understand what revisions are needed. Your ELLs will develop greater language proficiency as they collaborate with their peers when revising. Your story can change a great deal during this stage. When revising their work, many writers naturally adopt the A.R.R.R. approach:
- **Add:** The average novel has between 60,000 and 100,000 words. Does your book have enough words to be considered a novel? Have you given your readers all the information they need to make sense of your story? If not, go back to your notebook that you kept for additional scenes and any additional details.
- **Rearrange:** Consider the flow, pacing and sequencing of your story. Would the plot be better served if some of the events occur in a different order?
- **Remove:** After making additions to your story, how is your word count now? Are your readers experiencing information overload? You may need to eliminate passages that don't quite fit.
- **Replace:** The most effective way to revise your work is to ask for a second opinion. Do you need more vivid details to help clarify your work? Is one scene contradicting another? Ask friends or fellow writers to take a look and give you feedback, and if something isn't working rewrite it and replace it. *"Style means the right word. The rest matters little." (Jules Renard)*
- **Rewriting**—Have students incorporate changes as they carefully write or type their final drafts.

"Very few people who are supposedly interested in writing are interested in writing well. They are interested in publishing something… They are interested in being a writer, not

writing… If this is what you are interested in, I am not going to be much use to you. I feel that the external habits of the writer will be guided by his common sense or his lack of it and by his personal circumstances; and that these will seldom be alike in two cases. What interests the serious writer is not external habits but what Maritain calls, "the habit of art"; and he explains that "habit" in this sense means a certain quality or virtue of the mind." (Flannery O'Connor)

• Publishing—Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, or website. The tool is useful for creating newspapers, brochures, flyers and booklets. Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development.

"The difference between the almost right word and the right word is … the difference between the lightning bug and the lightning."(Mark Twain) As you work with your students to implement the writing process, they will begin to master writing and take it into all aspects of life. Peer review, with clear guidelines for students to give feedback on each other's work, motivates students, allows them to discuss their writing with their peers, and makes the work load a little lighter for you. You can also have students can edit their own work using a checklist, such as the Editing Checklist. Editing is when students have already revised content but need to correct mistakes in terms of spelling, grammar, sentence structure, punctuation, and word choice. Use minilessons, small-group lessons, or individual conferencing if necessary to make sure that students have made thoughtful changes to their writing content before moving on to the final draft.

"A word after a word after a word is power."(Margaret Atwood) Writing is learned through apprenticeships, as teachers assist students during writing using guided practice. Many students need this expert guidance in a small-group context, particularly as they attempt to bridge the gap between the teacher's demonstration and modeling and their own independent writing.

Young and poor writers have a limited control over strategies for writing. These writers do, however, learn strategic behavior for writing when these strategies are taught to them in clear and supportive ways. When authentic and targeted modeling of the ways in which writers work is presented by teachers and co-constructed with students during collaborative, rich discussion, learners develop understanding of the purposes, intrinsic motivation, and techniques of writing. Several excellent frameworks for writing instruction accomplish these goals, including modeled, shared, interactive, guided or independent writing. During guided writing instruction, in particular, students are provided with opportunities to experience successful and independent writing within the context of strong teacher support.

Simple Strategies Academics can Use to Help Students Improve Their Writing Skills
"Read, read, read. Read everything – trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window." (William Faulkner)

Academics can help students improve their writing skills by (a) increasing student motivation to have good writing skills, (b) providing instruction in writing processes and rules, (c) providing writing practice, and (d) providing constructive feedback about the students' writing. With high motivation, students will find ways to improve their writing and will persist in the effort. To write well, students need to apply appropriate processes, such as starting early, and to apply the rules of writing, such as grammar rules. Writing practice helps most when students receive clear, specific feedback about what to do the same and what to do differently in the future.

"The greatest part of a writer's time is spent in reading, in order to write; a man will turn over half a library to make one book." (Samuel Johnson)

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38. A Study on the Influence of Communicative Competence on Social Competence of the Chinese Staying in Chennai, Tamilnadu.

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Introduction

Communication is an essential means of expressing ideas. It helps to share useful information. However, communication is not always effective and efficient. Competence in communication is vital in order to communicate effectively. Globalization has made many changes in the world order. Emergence of Multi-National Companies is one of the major changes that many countries have witnessed. As a result, people of all levels: skilled, professionals, students started migrating to different countries which led to theformation of intercultural society. Communication in intercultural society is crucial. Communication style varies as culture varies. Communication comprises linguistic as well as paralinguistic components. It is important to know the general principles and norms of cultures when communicating.

Culture and Language

Edward Hall claims, "Culture is communication". Language and culture are intertwined and they reflect and affect each other. Sapir-Whorf   hypothesizes that thoughts and behaviour are the two determinants of the formation of language. Culture determines the way we think and categorize thoughts which in turn determines the language we speak. So the Sapir-Whorf hypothesis emphasizes how closely culture and language are intertwined and how sociocultural values and beliefs influence the way we think and speak. This reinforces the importance of understanding of the sociocultural values of the host country when intercultural communication takes place. Communicative competence influences the way one's interaction and participation in the society in which they are living. In this paper, communicative competence refers to intercultural communication because the focus of the study is communication between Chinese and Tamils. However, Culture of a person can be modified with the understanding of the social norms and fulfilment of individual, workplace and social needs.

Communicative Competence

The two prominent personalities who defined but differed from each other on communicative competence are Chomsky and Hymes. Chomsky challenges linguists with his theory that defined communicative competence. Linguistic theory is primarily concerned with an ideal speaker – listener, in a completely homogenous speech community, who knows its language perfectly, and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, an errors (random or characteristic) in applying his knowledge of the language in actual performance.(3) Lyons observes that Chomsky's theory of competence is rule governed, unaffected by the socio- situational differences (18). Chomsky givesmore importance to the notion of competence than performance.However there is controversy about his theory about competence and performance. Hymes emphasises that performance should be included in competence. He offers a description of communication competence as: "I should take competence as the general term for the

capability of a person. Competence is dependent on both (tacit) knowledge and (ability for) use. … The specification of ability for use as part of competence allows for the role of noncognitive factors, such as motivation, as partly determining competence. In speaking of competence, it is especially important not to separate cognitive from affective and volitive." (282-283) Taylor supports that Hymes redefined performance by introducing ability to the notion of competence. "We have here, then, an early example of the confusion that has bewildered nearly all discussion of competence. It is a confusion, on the one hand, between *knowledge* and the *ability to use knowledge*, on the other a more general confusion between *process* and *state*." Green (1972) takes Chomsky to be saying something about cognitive *processes* whereas he confines himself to dealing with *cognitivestates*. For him, competence is clearly a state and not a process, and has nothing to do with 'capacity' or 'ability.'(151) There is a debate over 'knowledge' and the 'ability' to apply the acquired knowledge. Distinction has to be made between communicative competence and communicative skills. McCroskey and Beatty reinforce that competence is demonstrated "within the cognitive domain" whereas skill is demonstrated "within the psychomotor domain" (227) asserting that skill is still necessary in competence. Chomsky's notion of competence has paved way to many newer approaches. Campell and Wales emphasizes that Chomsky has omitted "the ability to produce or understand utterances which are appropriate to the context in which they are made" (247). Later, Canale, (7) has developed communicative competence with four components: a. grammatical competence, b. sociolinguistic competence, c. discourse competence, and, d. strategic competence.All the four components play equal role in communication. It is important to note that without one or the other, communication is not complete. The understanding and the 'ability' to use the components in intercultural society makes a person competent.
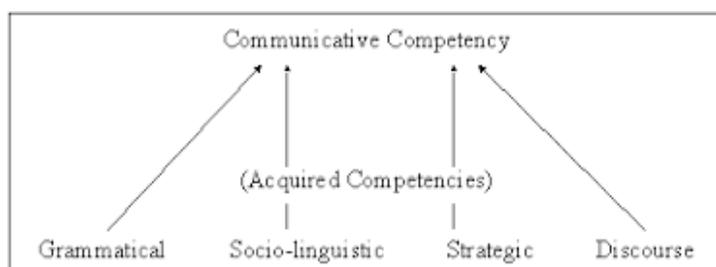
(Canale's theory of communicative competency)

Social Competence

Social competence is the ability to have social skills much needed for smooth co-existence with one another. Arendt defines social competence as the skills enabling individuals 'to live together in the world' (27) integrating interpersonal, intercultural, social and civic competencies. Social competence has to be understood in terms of social needs, individual as well as situational characteristic. Social behaviours relevant in one situation may not necessarily be relevant in another situation. However, social skills which define social competence vary with culture and different aspects such as nationality, education, age, economic and social changes, etc. Thus it is complicated to have a narrow definition.With an increasing socio - economic developments, the concept of social competence may get complex. Social competence is defined differently by different disciplines depending upon the social needs. In psychology, social competencies are defined as personality traits such as empathy, tolerance, conscientiousness; cooperation; as a dynamic construct involving the ability to adjust to and interact in given social conditions. In pedagogy it refers to lifelong, intercultural and social

learning. Recent trend defines social competence as 'soft skills' or 'life skills' with skills such as team work, motivation, leadership, participation, adaptive. Rubin and Rose-Krasner define social competence is "the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations" (285). Though there are varied definitions, it is imperative to mind communicative competence for easy social interaction depends on different social situations and community. Communicative competence adds up confidence level and an 'inclusive' sense in the society. Competent communicator is able to achieve the desired result in the chosen field and task.

Communication and Context

In determining social competence, context in which communication takes place is very vital though it is considered a part of sociolinguistics. Context is of two types: high context and low context withspecific signifiers. Anthropologist Edward Hall has developed High Context and Low Context theory and characterized as follows:

High context	Low context
• Relational, collectivist, intuitive, and contemplative. • Emphasize interpersonal relationships. • Trust is more important • Prefers group harmony • Collectivists • Words are not so important– including speaker's tone of voice, facial expression, gestures, posture—and even the person's family history and status • Middle East, Asia, Africa, and South America	• Logical, linear, individualistic, and action-oriented. • Value facts logic and directness • Decision making is based on fact rather than intuition • Communicators are expected to be straightforward, concise, and efficient in telling what action is expected. • Words are very important and they use precise words and intend them to be taken literally. • North America and much of Western Europe

Spitzberg and Cupach also emphases that 'an individual's interpersonal skills, along with his or her knowledge and motivation, enable the occurrence of certain outcomes that are judged interpersonally competent in a particular interactional context" (574). Spitzberg and Capuch derived six attributes which they tested in interpersonal communication: fidelity, satisfaction, efficiency, effectiveness, appropriateness, and ethics. Of the six components, it is the context which leads the other five aspects in communication. Understanding the nature of context gives a communicator an idea of appropriateness and relevancy of the topic and time.

Chinese in India

Chinese started to migrate to India as early as 18th century first to Calcutta to work in Calcutta and Chennai port and gradually to other parts of India.Some were sent from Straits settlement to be jailed in Madras. Owing to the rapid expansion of economic and industrial development, the inflow of Chinese has gradually increased to other parts of India. Chinese culture has a strong footage in India with prominent China towns in Calcutta, Chennai, and Mumbai. Chinese New Year is celebrated widely. Chinese have ventured into leather, hotel, tourism, education, infrastructure, automobile industries etc.With this expansion, there is a steady population in major cities of India.Recently Chennai being the hub of IT, Education, Tourism, and industries has attracted Chinese companies to invest as any other major cities like Calcutta and Bombay. As a result, there is a considerable size of Chinese population in Chennai.

Methodology

Participants are Chinese citizens of China who are in Chennai. They have been residing in Chennai for a few years either for work or for education. Only a very few of them have been here for a longer time. Participants weregrouped according to their social status: students, professionals, and business people, unskilled workers.A total number of 150 self – directed survey questions were distributed out of which 138 were returned with feedback. Variants such as gender, age, qualification, profession, social setup, educational qualification, gender, period of stay, profession were considered. Results were obtained a) to identify the relationshipbetween communicative competence and social competence, b) to find out the influence of the former on the latter, c) to find out the causes of the gap between communicative competence and social competence while communicating with locals, and d) the challenges they face in achieving the desired result.

Findings and Discussion

Distribution of survey questions took place on voluntary basis. There were 138 respondents in total. Of 138, 57 were college students, 35 respondents were professionals, 26 were unskilled workers, and 20 were business people. The period of inhabitationof the respondents varied from one year to seven years. Variation of linguistic as well as para linguistic ability of the Chinese and the locals posed problems in understanding which affected their social competence level.

Group 1

Out of 57 students, 46 of them expressed that their social competence was affected in the initial stage but as they moved on to higher semesters in college they got used to the local culture and developed an understanding of local communicative style. Chinese students found it difficult to understand the pronunciation, accent, and pace of delivery and the tone of the locals. According to them Indians speak faster which initially did not foster their understanding. In terms of paralinguistic aspects, Chinese students faced difficulty in understanding the non-verbal cues of locals such as head-nods and gestures. Gestures and head nods were often confusing in understanding 'yes' and 'no'. However, they had no problem in terms of knowledge as their counterparts were of the same level. The remaining 11 students expressed that they could manage the communication.

Group2

Similar to students, professionals also did face communicative difficulties in terms of local culture. Their understanding of pronunciation, accent, speed and tone were similar to that of students. Of 35 professionals, 9 of them were in managerial level and were in a position to instruct, direct, guide the subordinate who were the locals. There was not much problem in terms of pronunciation, accent and speed but there was sensitivity in terms of context. Though India and China belong to 'high context' society, Chinese managers preferred directness in instructing their subordinates in order to be effective. The rest of 26 of them dealt with their own official hierarchy hence no problem in giving and receiving communication. Most of their time with same level of people who were also professionals and had no problem in communication.

Group 3

Unskilled workers were not able to cope with linguistic as well as paralinguistic aspects. For them, understanding of their supervisors and the colleagues was very difficult due to the fact that both Chinese workers and the locals were highly lacking communicating English. Ultimately unskilled Chinese workers were not able to facilitate the social life with locals. The findings show that their social needs were different from that of other groups. They felt comfortable to be with their own community removing themselves from the locals.

Group 4

Business people responded with mixed feedback. Though they were mostly engaged with people of similar profile, they had to inevitably meet customers from varied backgrounds. 6 out of 20 responded did not have any complaint of difficulty in communicative as well as social competence. 11 respondents expressed concern over their communication difficulty which had an adverse impact on their business. The remaining 3 participants reported to have faced more difficulty of context than that of language.

Other variants

Other variants such as, age and gender did not affect social competence. Period of inhabitation has some impact on the attitude of the Chinese in terms of learning. Respondents who are in Chennai for shorter duration do not take much initiative in learning to know the culture as well as the other norms of communication. Their attitude towards fulfilling the social needs is also limited. Business people and a smaller number of professionals considered culture is important and gave preference to learning and adapting.

Conclusion

The above finding shows that though China and India belong to Eastern culture, there is a significant difference in the way Chinese and locals communicate with one another. Communicative competence gives confidence, clarity, and appropriateness in one's endeavours.In an increasing multicultural society, it is imperative to understand, adapt and accept the cultural and communicative differences in order to be a successful and socially competent person. This study has let to conclude that communicative competence leads to social competence.

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39. English Language: Communication Competence through Technology

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Introduction

For engineering graduates who are learning English for effective usage in their academic and professional careers, the goal is to develop several core competencies that would allow them to develop and maintain social relationships and communicate ideas. The students realize that today employers view effective communication skills as critical to an individual's success in the competitive workplace. Technology brings forth the knowledge to meet the challenges of critical thinking, analysis and innovative ideas they immediately require. Brown (1994) has suggested the utilization of technology such as films, videos and computers, as pedagogical techniques that can help accomplish the goal of communicative competence. With easy availability of advanced technology, teaching vocabulary, writing skills, speaking in public, interactions and interview etiquette, comprehensive skills development, presenting seminars, submitting assignments have become easy. Hence, the teachers and the students have to update their communication proficiency by using modern technologies. Otherwise, they will be relegated in the job market. Maggie Sokolik observes: *"Machines are now used as tools for communication rather than simply as way of delivering automated drills or exercise. Vast amount of reading on any topic is now available on the web, and the chance to participate in discussion with people from all walks of life is motivating for many learners."* It is the need of the hour to integrate modern technologies such as (CALL, TELL, Podcasting, Video-library, blogging etc…) to upgrade the level of English Communication Teaching and Learning. The usage of Internet has brought tremendous change in enhancing our language communication. The aim of the author is to discuss how best we can enhance the writing and the speaking skills of our students with the help of available technology.

Technology in Teaching Speaking Skill

Speaking skill is one of fourfold skills and it is a productive skill to be mastered by students. It has always been a concern in engineering colleges to improve the speaking abilities of the students. The new era introduces many technologies to teach speaking skill in the integrated classroom. Technology is the vehicle to get access with this modernized world. Internet, Podcasts, Video-Conferencing, Videos and Speech recognition software are considered the best tools for teaching Speaking skills. Of all four key language skills, speaking skill is deemed to the most important for communication. Speaking is *"the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998)*. Speaking is an important part of everyday interaction and most of the first impression of a person is based on his/her ability to speak fluently and comprehensively. According to Brown and Yule (1983) speaking is the skill that the students will be judged upon most in real-life situations. The introduction of technology into language classroom in the early 1960s assisted English teachers to teach communication skills in the best way possible. Getting access and updating of new technologies create a lively atmosphere to the students as well as teachers to get into the subject with full involvement and enthusiasm. The significance of teaching speaking skills is to teach learners proficiency in their tone avoiding mother tongue influence (MTI), building vocabulary

and selecting appropriate words and sentences to the proper social setting, situation and subject matters logically meaningful. With the proper utilization of modern technologies, such as:

- English Language Communication Skills Laboratory
- Speech recognition software
- Internet
- TELL
- Podcasting
- Quick link pen
- Quicktionary

We can stimulate the playfulness of the learners and immerse them in a variety of scenarios. Along with my faculty at Tirumala Engineering College, we created homely environment in which errors corrected with cordial dealing of the students and specific feedback is given. The interactive classroom integrated with virtual learning. Besides, the prescribed syllabi, we designed many self-directed activities and self-paced interactions. Designed Power Point slides with variety of images through which students understood different phrases, idioms, connotations, collocations etc… These self-directed activities guide students towards logical thinking and self motivation.

The students are inspired to take up beautiful assignments, like collecting fascinating articles from newspapers, paraphrasing and summarizing and explaining them in the language classroom in groups. The existing technology to which the people are addicted can be converted into positive atmosphere. The alluring smart phones are used to browse the net gathering information and creating beautiful & innovative advertisements with suggestive and wonderful captions which improved their speaking skill.

The activities, to which technology supported information furnished, "Who Am I, What's in a Name, My Home Town, and many Ice-breakers filled the classroom with enthusiasm and joy. I appeal to all my teaching fraternity to cultivate the fun-learning environment in the language classroom to enhance their communication competence in a fruitful way. No doubt, modern technological tools help students learn at their own pace and promote autonomy in them (Maryam Bahadorfar April. 2014).

Improving Writing Skills through Technology

In order to achieve competence in a language effectively, it is essential to master all the fourfold skills, receptive and productive skills. Communication competence is necessary for engineers to the transfer of information and knowledge. Creative writing skills help them to achieve their goals in corporate world. Poor written communication prevents them from reaching their full potential either at college or in their professional lives. Written communication includes reports, assignments, user manuals and engineering journal articles.

Written communication is very poor for engineering graduates. It is the sole responsibility of the English faculty to improve their writing skills. In today's information driven world, the pressure is to achieve results quickly from each written document. Writing ability will save significant time, prevent misunderstanding, and improve results. The potential industry looks for such talented pool of students whose talent yields good results.

The present prescribed syllabi is designed in such a way to improve writing skills effectively for engineering graduates. Writing Topic sentences, Paraphrasing, Summarizing, Reports, Essay writing and Speech writing and also E-mailing are aimed to impart good writing skills. It requires good knowledge of using vocabulary. In this regard, technology comes forth with relevant information. For the preparation of different types of essays (Descriptive, Narrative, Persuasive, Expository and Argumentative etc…) the students can browse the Internet and collect heaps of information and handouts for the concerned subject and edit them to serve the required purpose. The software Microsoft-Encarta and Britanica Encyclopedia etc… facilitate much information for the requirement of the topic. The E-Newspapers provide much information for the instant participation in Group Discussion, Debate, Extempore and JAM etc… in the language classroom.

I collected many articles on Balancing old and new skills; India of my dreams; Something out of nothing; The teacher of timeless wisdom; Caged in a matchbox apartment, I pine for the pyol; Female infanticide in India; Corruption; Celebrities endorsement; Reality shows; Brain drain etc from the internet, e-papers and provided handouts in advance and asked

them to summarize and write an essay for the corresponding topics. Students chose some interesting topics and presented papers and assignments. It is a beautiful practice of improving writing skills. The significance of writing skill is to build professional relationships and provide opportunities to get qualified in IELTS, TOEFL and other competitive exams which are necessary for further studies at abroad and their future career.

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40. Audio Visual Aids

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Audiovisual (AV) means possessing both a sound and a visual component, such as slide-tape presentations, films, television programs, church services and live theater productions. Mostly business presentations are also often audiovisual. Teaching aids can be as basic as 'a blackboard or whiteboard.' Audio and visual equipment, such as DVD players and video projectors, are commonly used as tools for learning with a very effective output. Audiovisual language classroom include 'use of supplementary teaching aids, such as recordings, transcripts, and tapes; motion pictures and videotapes; radio and television; and computers,' that help learning process effective. The visual and the aural aids used by the language teacher are helpful:

- to brighten and decorate the classroom and bring more variety and interest into the language lesson.
- to provide situations or contexts which make the meanings very clear.
- to help the teacher to make his lesson more effective and lively.
- to stimulate the interest of the children to speak in English, to read more books in English and to write in English.
- to give more information and understanding the life and culture of the people concerned.

1. **Attractiveness and Variety:** The class-room should not appear drab and dreary. It should not be unattractive. Such a condition will promote distaste for the language lessons in the minds of the pupils. So the teacher should make his pupils prepare pictures, charts, friezes (paper designs) etc, to decorate the class-room. There should be a language-room or an English corner to keep variety of aids prepared by different age groups on different topics. Variety is essential to make the young minds refreshing.

2. **Situations or Context:** Visual aids help by providing situations or contexts which may not be available otherwise. The actions which cannot be shown in a class-room and the objects that cannot be introduced can easily be explained with the help of the visual aids. These aids provide direct link between action and words. It is not easy to demonstrate events like 'to climb a mountain, swim across river, catch a bus, fight with a tiger and so on' as effectively as it is done through pictures. It would be always better to provide clear visual contexts instead of using the translation method which tends to give wrong results. Aural aids are also helpful to create sound effects, to suggest atmosphere and setting.

3. **Helpful to the teachers:** The gramophone, radio and tape recorder will offer him good models of speech to improve his own pronunciation and intonation. The teacher by recording the recitations and conversations of the pupils, can easily create an enjoyable stimulus by making them to hear carefully to their own voices. This will enable them to realize and rectify their mistakes in pronunciation, stress and intonation.

4. **Stimulates the Interest:** The teacher can make the language learning more real and effective by making it an enjoyable fun through the aids tape recorder and microphone, Ex. The teacher sets up a broadcasting station (radio station) in his class-room. The pupils are made to prepare

certain programmes in writing such as news items, articles of information, small stories, poems for recitation etc.

5. Informative: The visual aids provide a lot of information about the lives of the native speakers with the necessary back ground. News papers, magazines, documentary films entertaining a lot of information about geography, history, the daily life of the people of various countries and so on.

Simple Mechanical Devices

1. Black-board: An effective use of this simple aid in teaching English depends on the skill of the teacher. The teacher must be able to draw matchstick figures and outlines to make his lesson interesting. Teacher trainees and pupils should be given regular practice in this art. In the initial stages it is used to teach reading and writing. It's space may be divided into three areas:

i) Reference area for sketches: They remain on the board till the end of the lesson. Key words, phrases and sentence patterns will also be written in this area.

ii) Working area: This is for quick sketches which are soon rubbed off as the lesson proceeds. Words and sentences of passing importance will also be written in this area.

iii) Pupils' area : The black-board should be arranged in the class-room at a height suitable for ht pupils of that class. It is essential because from time to time the pupils must be made to write and draw on the board.

2. Pictures, Maps and Plans: These are also very easily drawn on the imagination of the children. Stories like "Gold locks and the Three Bear-" 'The Hare and the Tortoise' 'Treasure – hunt', 'At the Zoo' and so on can be effectively taught with the help of the black board or wall pictures. These can be termed as language work pictures.

3. Flannel-board and Plastic-board Cut Outs: Black board pictures and wall pictures cannot be modified or substituted by something else. The cut out figures used on a flannel board or plastic board can be removed altogether or moved from place to place and can easily be substituted. Flash cards are used to teach words, phrases and sentences in lower classes.

4. Model theatres and puppet theatres: The model theatre can easily be prepared with the cut outs from card-board. Puppet theatres offer more scope for an effective learning. But it is more difficult to prepare and operate successfully than the model theatre. The teacher and the pupils have to take the help of the arts and crafts teachers to get the puppets prepared. This is more or less dramatization which is one of the most effective ways of creating contexts in language learning.

5. Glove puppets: The language lesson does not become dull and monotonous if this device is made use of. It is really amusing to see a play let enacted by the puppets with dialogues.

6. Models and Model Clocks: Models are isolated figures and objects of people, animals, buildings, villages, farm yards, parts of towns, mountains, rivers, railway stations, air port etc. Most of them can be passed from hand to hand and the children can stand round the remaining. These models are of three dimensions instead of two. These models can be used in numerous situations and can be attended to and moved within limits, Examples: A train arrives at the station and then departs, a car stop at a petrol pump, a cow crosses the road and enters a field etc,

A resourceful teacher can find numerous opportunities for language practice and for the correct matching of the situation with the language. A model clock is also useful in language teaching. Children learn to tell the time and use the numbers in a real context. Along with them adjective of size, comparatives and the use of 'at' ' between' can also be taught easily. For example: Short hand, Shorter than, Long hand, longer than, At four 'O' clock, at two 'O' clock, The short hand is between three and four etc.

7. Coins: Coins are useful to the language of shopping and number work. The expressions like 'more than, less then, as much as twice as much as, there are, how much, how many', can also be taught effectively.

8. Filmstrips, Slides and Epidiascope: A film strip consists of a series of pictures, coloured black and white, in sequence. They are used in the same way as wall pictures are used in a lesson. Each one is held on the screen as long as it is required and then can be changed to show a sequence events. It is easy to teach different tenses through the filmstrips. Colour slides may also be used in the same way as the filmstrips are used and it is easy to get them prepared.

9. Gramophones, Radio and Tape Recorder: These aids are of considerable use in improving the pronunciation. There are many sets of records for lessons in English which are meant for use with books on English pronunciation. Once or twice in a week lessons in English and talks on language-teaching are broadcast under the title 'English by Radio' Record dialogues songs and rhymes are also available for language lessons. Thus recording helps a lot in pronunciation work. Tapes can be scrubled and used for recording again and again. This helps the pupils to realize that practice definitely improves their pronunciation. Radio serves the purpose of the advanced learners.

Language Laboratory: Here, vowels, diphthongs and consonants can introduced methodically in the accepted order. Contrasting long and short vowels and voiced and voiceless consonants is the obvious way to do it on tape. Thus the whole range of English sounds can be covered. The laboratory should be used for the practice of these sounds but not for their explanation.

 i.   In order to speak English properly the different phonemes must be mastered and, since a tape lesson is in a sense remedial, perfect and proper exercises must be prepared and taped for the language laboratory. But in several respects teacher is obviously better than a machine. His teaching is elastic and fluid and he can give imaginative examples on the spur of the moment to drive a point home which is quite beyond the scope of the rigidity of a machine. With usual aids a teacher can choose a completely random order for object recognition. Above all there is the indefinable spirit between a good teacher and his class-the humour, the sympathy and even the laughter-which the language laboratory cannot compete with.

10. Sound film and Television: Moving sound pictures stimulate the imagination of the pupils and give them some fresh information to talk about. Pupils cannot only improvetheir pronunciation but also acquaint themselves with the foreign background. Television is also used for education purposes. Instruction through television is slowly growing to be popular in our country. The SITE (Satellite Instructional Television Experiment) programmes conducted by the government of India have been found fruitful and plans are afoot to develop the television programmes.

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41. My Experiment with Facebook for ELT as an Extension Activity

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Background to the Study

English language teaching in India is a controlled activity that is by and large confined to classrooms. Learning experiences are rationed out at stages throughout students' career. Thus, very often, learning English has been a piece-meal experience to learners. They fail to comprehend it as a life-long learning process since it is a second language to them. Getting teachers' assistance outside the class and outside the learning institutions has been an exception rather than a norm. At this juncture, technology, particularly the social media like Facebook, has come as a boon to the youths. Since facebook has not been explored as a medium of learning outside the class, institutions and academics who have not explored it as an educational tool have a condescending attitude toward it in general without having any personal experience or premature experience. Besides being a social network that has brought about a lot of silent social revolutions and political changes around the globe during the last few years, facebook can be used powerfully and usefully by the teachers of Engllish to bridge the chasm that exists between the daily life and the classroom. It also provides a space for them to extend their teaching activity beyond the formal classroom where teaching sans learning takes place. Further, it breaks the psychological barriers that have been invisibly built between the teacher and the taught.

Review of the Literature

Nicole B. Ellison, Charles Steinfield, & Cliff Lampe (2007) examine the relationship between the use of facebook and social capital (the ability to stay connected with the previously inhabited community) and establish that facebook usage interacts with the measures of psychological well-being with a suggestion that facebook provides greater benefits to users experiencing low self-esteem and low life satisfaction.

Nicole B. Ellison (2008) argues that the SNSs like Facebook are fundamentally changing the social fabric of educational campuses and they shape campus and learning experiences. They create new opportunities for educational institutions as well as challenges.

Research Questions

The following research questions were formulated to focus on the theme of the topic:

1. How can facebook be exploited for the teaching/learning of English?
2. What would be the response of the general public if they become adult learners of English?

Research hypothesis

The following hypotheses were constructed for their validation:
i) Learning English through Facebook Page demolishes the invisible wall between learners & teacher

ii) Learning English is made possible 24x7
iii) Learning can be customized

Research Design & Results

It all started on 24 September 2012 when I posted on my status update the difference between the expressions 'on time' and 'in time.' It was an outcome of reflection over my being on Facebook for almost a year since 13 September 2011. My reflection was on how as a teacher of English as a second language could use this very unique virtual space to reach out to my hundreds of the then present students who I don't meet in the campus, but I could understand their English language needs. The idea of converting facebook 'friends' into casual language learners struck me and this is the genesis of my exploration of facebook as an interactive learning tool. Within a few days, I got a lot of feedback (averaging 30 a day!!!) and most of them were my past students settled down in different parts of the world. Then came a suggestion from an old postgraduate student of mine from Delhi with the idea of a separate Page on Facebook on English Learning and Usage. Her idea triggered in me the idea of starting a Page though I had technologically no comprehension of it. A similar suggestion came from another alumnus in Chennai who offered me all the help from there while I was home in Madurai to start a separate Page. He acted as admin while the Page was being created and then it was transferred to me on 18 October 2012. It proves that lack of technological know-how need not hamper the spirit of taking English as an Extension activity beyond the classroom to the virtual reality which is more conducive to learning English.

My Page can be accessed at *https://www.facebook.com/prof.jjohnsekar* and it has 1113 users who have liked it. There is no correlation between my facebook friends and the users of the Page since the former accounts for 1829. It shows that one need not be a facebook friend of the person who administers the Page. Another proof is that my status update on 31 December 2014 got the attention of 1688 users of facebook. Hence, based on the personal experience of using facebook to teach English to hundreds of known and unknown English learners and users, this article was planned.Here is the info about the diversity of users of my Page:

Country	Followers	Country	Followers	Country	Followers	Country	Followers	Country	Followers
India	1069	Maldives	1	South Africa	1	Oman	3	Kenya	2
US	7	Guinea	1	Switzerland	1	UK	3	Germany	1
UAE	5	Bangladesh	1	Ivory coast	1	Malasya	2	Georgia	1
Kuwait	3	France	1	Jordan	1	Soudi Arabia	2	**Total:: 1113**	
Quatar	3	Italy	1	Bahrain	1	Canada	2		

Age	Followers	All facebook	13-17	18-24	25-34	35-44	45-54	54-64	65+
Women	24*	46	.809	12	8	2	.898	.359	nil
Men	75	54	2	41	21	8	2	.539	.539
* All numbers are in %									

Discussion

Students of the 21st century are not the same as their counterparts in the late 20th century. Their brain is claimed to have been differently wired due to digital technology. **Jane Holroyd (2011**) neatly categorizes people born in the last 67 years into Generation Boomers, Generation X, Generation Y, Generation Z, and Generation Alpha. GBs are those born in the decade following the end of World War II, of parents who experienced the Great Depression and raised in the prosperous post-war era. They benefited free tertiary education. Gen X were born during 1963-80, and are often labelled "slacker" generation, uncommitted, and unfocussed. They are the first generation to have experienced divorce on a large scale and likely to have changed careers several times. Xers are not prepared to change the world. Gen Y are those born during 1981-1994 and are "lazy, debt-ridden, and programmed for instant gratification." They are negatively characterized as "internet-addicted," but positively as multi-taskers, and visual learners. The internet is a part of life and it's a lifestyle. Gen Z are born during 1995-2009 and never experienced the pre-internet world. As an i-pad generation, they are tech-focussed. Gen Alpha are those born after 2010. It is predicted that they will be the most educated generation, starting schooling earlier and studying longer. Being children of older, wealthier parents with fewer siblings, they are being labelled as materialistic.

Successful English language pedagogy depends upon the extent to which learners grasp and assimilate what is taught into their capacity to communicate fluently and accurately. Their learning styles and strategies also shape the methodologies of teaching. The present day English language learners prefer English language learning outside and beyond the formal classroom. Their preference approximates the natural methods of acquiring the first language. Exposure to the target language maximizes the learning potentials of the learners. Technology is inclusive and time-free. Teachers should therefore adopt technology in order to adapt their teaching styles for effective delivery. Social networking system has come to stay now. There is no use teacher entertaining condescending attitudes about facebook. On the other hand, teachers should explore the possibilities and potentials of effectively using facebook to extend their teaching outside the classroom. This entails a paradigm shift in ideological orientation toward pedagogy. For instance, the medium of delivery has become more effective with the new generation of learners who prefer technology to blackboard, auditory (listening to lectures) to visual (learning on facebook), listening to doing (interaction) and the like.

Facebook as a socio-educational site or tool has a number of advantages for anyone who wants to update or refresh their knowledge of English. One, it provides a relaxed, friendly and inviting atmosphere for learners' participation and engagement much more than the traditional classroom is doing. It is a huge challenge for English language teachers to make students engaged in the act of learning English in the traditional classroom. Two, students feel comfortable to learn English through Facebook because they use it every day more frequently than the text book. As Gen Y learners, they are visual learners rather than just reading-listening learners. Three, Facebook provides opportunities for promotion of collaboration and cooperation among learners who are stationed across the globe for social interchange and academic exchange of information. The concept of four walled class room, including 'smart classrooms' will lose its structure shortly and learners will become virtual learners with no physical classrooms at all. Four, consequently, it extends language learning beyond the wall of the classrooms to the Wall on Facebook. There have been a number of Pages on English language learning by British Council from different countries depending upon their needs. Individuals too have started a

number of Pages exclusively for English language learning. It can be accessed by individuals and discussed collectively in the classrooms.

Teachers of English can be proactive in harvesting the educational fruits of facebook. First of all, they should have a facebook account and the regular habit of using it. They get wonderful opportunities to chat with students who become facebook friends. In fact, it bridges the gap between the teacher and the taught that is perpetuated by the formal system of education. Students can improve their language output. Chatroom language need not be seen as a threat to the existing written form since chat language is a combination of the features of both written and spoken languages. It is emerging as the third medium of communication. It arises out the space crunch. Here are some reflections on its effective use:

Teachers can create a course Facebook page for the extended discussion of topics covered in the classroom. Students can post their responses so that all students can have a simultaneous access to all their comments.

1. Teachers and students can build close academic rapport individually on one-to-one basis through private messages.
2. Teachers can post positive comments on students' Facebook Walls so that they will understand how their public face looks online. It will be a huge reward for them.
3. Teachers can post students' performance and score on their walls so that transparency in, and timeliness of, results can be achieved.
4. Students can connect with 'native speakers' through groups or Facebook friends/fans.
5. Students can be encouraged to use the Facebook status update feed as a breaking news source for political and social happenings, campus news, and for results.
6. Teachers and students can share multimedia content easily with the entire class.
7. Teachers can post notes after each class for student to have access for review and for the benefit of those who were absent in the class.
8. Direct communication between the teacher and students provides an opportunity for better sharing of information and promotes better working relationships.
9. Students who are shy to communicate in the class initially or after the class later can use Facebook for communication through chatting or posting on the walls.
10. Classroom connections promote learning experiences. When students get to know more intimately, they become more involved in the learning experiences. Such a small group ambience is not normally possible in the traditional classroom as is on Facebook.
11. Teachers can make announcements or reminders on upcoming assignments, tests, due dates or post homework with instructions.
12. Students can be encouraged to post content of their own such as videos, clips, photos, images and news stories that relate back to their lessons.

Conclusion
Facebook enables English language learners to stay connected all over the world 24x7. It appeals to the new generations of learners. English language teachers need to change their pedagogy in order to suit the learning strategies and styles of the 21st century learners. Facebook metamorphoses English language learning from a painful, boring activity into a pleasurable, learning experience.

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42. Constructing and Validating a Reading Comprehension Test

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Introduction

Assessment is a significant aspect both in teaching and research. Constructing a valid and reliable test is always a puzzling practice among English language teachers and researchers. A valid test measures what it is intended to measure. And a reliable test yields consistent and dependable results. A valid and reliable test is essential to teachers for classroom assessment and to researchers for data collection. It is imperative for teachers and researchers to understandand learn the process of constructing and validating a test. This paper is an attempt to present the processes followed in constructing and validating an MCQ (Multiple Choice Question) Reading Comprehension Test used for a major research study. Even though the focus of the paper is not on classroom assessment procedures, the processes involved in constructingand validating this test can certainlybe applied in constructingand validating classroom assessment measures as well.

The processes of construction

The processes of construction include determining the purpose and objectives, designing specifications, selecting passages, and preparing test items. Following partly Brown & Abeywickrama (2011), the Reading Comprehension Test was constructed in the steps outlined below.

Determining the purpose and objectives: The first step advocated by Brown& Abeywickrama (2011) in constructing a test is to determine the purpose and objectives of the test. The purpose of the Reading Comprehension Test was to measure reading comprehension ability of IX standard students of a CBSE (Central Board of Secondary Education) school. Two equal sets ofReading Comprehension Test were needed for an experimental research study, one for pre-test and the other for post-test. It was planned to have 20 items in each set.

Designing test specifications: The second step involved in constructing a test is to clearly state test specifications. The components that would make the construct we are attempting to assess need to be stated in specific terms. Reading comprehension ability was defined as the ability to *understand* short and long pieces of unfamiliar passages ranging from 20 to 350 words in English and to *answer* multiple choice questions correctly. It was decided that *identifying main idea, recognising supporting details, guessing meaning from context, inferencing, understanding connection of ideas* and *locating information* are the components for measurement.

Selecting passages: The third step in constructing a test is to select appropriate passages. The sources of passages included NCERT (National Council of Educational Research and Training) textbooks, CBSE supplementary material for learning English, books of academic interest and online resources. Whenever required the language of the passages was modified to make it appropriate to the target group. There were two main passages and some supplementary short passages. The purpose of having short passages was to make the process of division easy according to difficulty level and components.

Preparing test items: The last and significant step in constructing a test is to prepare items. All questions were four-multiple choice items. Multiple choice question type was considered as it offers an objective criteria for determining correct and incorrect responses. True or False questions (which have only two options) were not included to avoid any scope for chance. Short answer questions were also not included considering the age and proficiency of the participants (students of this age and proficiency generally copy the passage as it is) and the status of English, which is a second language.In order to write effective multiple-choice items, the research on writing multiple-choice items was reviewed. After conducting a comprehensive review of multiple-choice item-writing guidelines found in 27 textbooks on educational testing and 27 research studies, Haladyna, Downing & Rodriguez (2002) suggestedseveral unanimous endorsements. The endorsements include *avoiding trick items, using simple vocabulary, placing the central idea in the stem, using positives in the stem, placing options in logical and numerical order, using NONE OF THE ABOVE carefully,avoiding ALL OF THE ABOVE as much as possible,* and *keeping options homogeneous in content and grammatical structure.* These endorsements, inter alia, were meticulously followed in preparing the items for the Reading Comprehension Test. Before validating the test, the items along with the distractors were thoroughly evaluated against the above guidelines.

The processes of validation: After constructing the Reading Comprehension Test in the steps described above, it was validated. The processes of validation include vetting and piloting.

Vetting: Vetting refers to the process of careful examination of an assessment tool by field experts for its validity. The Reading Comprehension Test was given to two university teachers to attest the validity of the questions. Validity refers to "the ability of an instrument to measure what it is designed to measure" (Kumar, 2008, p. 153). For example, if a test is designed to measure reading comprehension, it should measure only reading comprehension and nothing else. The university teachers pointed out two questions for their weak validity as they could be answered even without reading the passage. For example the following question was raised with regard to weak validity:

Q. Agriculture is considered science because___   [   ]
        a) it is studied in universities   b) it is difficult
        c) it requires systematic approach   d) it requires physical work

      Two questions were also raised with regard to complications in instructions. These questions were then modified into four to make the instructions simple and clear for students. Some of the distractors were identified as ineffectual distractors since they can be easily left out. The quality of distractors was improved as suggested by the teachers.

Piloting: Pilot test was carried out on ten students to find out the internal consistency reliability, the quality of distractors and the difficulty level of the test questions. Internal consistency reliability assesses the consistency of results across items within a test. It is usually measured with Cronbach's alpha, a statistic calculated from the pairwise correlations between items. Cronbach's alpha was run on MS Excel, which showed weak internal consistency reliability on two items. Those two questions were deleted to improve the internal consistency reliability of the Reading Comprehension Test. After deleting the two questions, Cronbach's alpha is .83, which is

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a 'good' indicator according to George and Mallery (2003) who have given the following interpretation:

Table 1 Showing Cronbach's alpha and its interpretation

Cronbach's alpha	Internal consistency
α ≥ .9	Excellent
.9 > α ≥ .8	**Good**
.8 > α ≥ .7	Acceptable
.7 > α ≥ .6	Questionable
.6 > α ≥ .5	Poor
.5 > α	Unacceptable

The quality of distractors was analysed by preparing an item response sheet for all questions. An item response sheet of five questions has been given below, for example. Analysis of the item response sheet given below reveals that options a) and b) of question 1 and option a) of question 3 were not chosen by any student. It suggests that these options neededmodification. The analysis of all the responses revealed that there were 16 ineffectual distractors that needed revision. Such identified ineffectual distractors were modified to improve the quality of distraction. The analysis also indicated that distractors of questions 2 and 4 were well designed. As far as question 5 is concerned, all students opted for option b) and it shows that the question is easy.

Table 2 Showing number of responses to each distractor

Question No	No of responses for a)	No of responses for b)	No of responses for c)	No of responses for d)
1.			4	6
2.	1	1	7	1
3.		2	2	6
4.	1	1	6	2
5.		10		

Difficulty level of each item was established on the basis of the scores it received. There were two main passages in the Reading Comprehension Test and the performance of the students on these two main passages was almost similar. The average difficulty levels of the main texts were 61% and 63%. Then questions on inferences were shared between two sets. The average difficulty level of the questions on inference was same at 63.33 for both sets. Later, questions on guessing meaning from the context were shared between the two sets. They were eight in number, out of which three were part of main passages. Hence, the remaining questions were adjusted according to the difficulty level. The average difficulty level of the questions on guessing meaning from the context was same at 65 for both sets. Finally the remaining questions were adjusted accordingly to have two sets of 20 questions each. The means of the two sets after the segregation are 14.33 and 14.66. The relatively easy set was placed in pre-test and the other

in post-test. The rationale behind doing so was that experimental group was expected to perform better as they would receive an intervention and the control group was also expected to perform, at least slightly, better as there was a gap of three months between pre-test and post-test.

Conclusion

The purpose of the paper has been to report the processes followed in constructing and validating an MCQ Reading Comprehension Test used for a major research study. Both the processes of construction and validation have been discussed in detail. The processes of construction include determining the purpose and objectives, designing specifications, selecting passages, and preparing test items. The processes of validation include vetting and piloting.

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43. English Language Learning & Teaching through Technology

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Introduction

This paper makes an attempt to enhance the skills in language through technology. In English language teaching technology plays a vital role and it need to be. Language learning to Indian students is the toughest task, but when we use technology it will be easy for them to learn and speak in English. Now a days youth attracted with this technology by this we can enriches their knowledge in English through technology. My opinion in this regard a student should workout in each and every activity such as role-plays , group discussions and mock interviews etc. Here technology help is required for them to participate in every activity. In this early 21st century the range of technologies available for use in language learning and teaching has become diverse and the ways that they are being used in classrooms all over the world. We are now aware of all types of technology and the students also following it. By this paper innovative technology supports both teaching and learning and it Improves the productivity of language speakers.

I would like to talk about the tools of technology for language teaching and learning. Classroom learning is the major part but always this doesn't help to improve language. Acquiring skills through technology is also the important in this present scenario. Technology ushers a new model of teaching. Technological tools computers and hand held devices, digital learning tools are very helpful to expand course offerings. It expands learning support 24 hours a day, 7days a week, build 21st century skills. It helps student to motivate and accelerate learning. Innovative methods in technology transforms new model of teaching. This way of teaching and providing technical tools help them to learn more and more than classroom teaching. We have advantages and disadvantages by this way of teaching and learning.

Advantages by technical learning & teaching:

One of the significant observations made by several research studies on English language teaching and learning in India is lack of student's participation in classroom discussions due to low confidence levels and ineffective exposure and practice .But when we take technological tools in learning language is to improve and participate role plays and GD's helps a lot. If a student listens regularly definitely he/she might have chance to speak in English finally. English language classrooms are largely teacher-centered and consequently the role and spirit of the students is undermined. When a teacher starts teaching lessons through power point student will alert them to empower their learning. It means technological learning helps self-reflective thinking. It also enriches student's participation in various activities.

Online learning opportunities and the use of open educational resources and other technologies can increase the productivity of education and also learning rate ,it also reduces the cost in instructional materials for better utilizing of time.There is no doubt that having technological skills will make the teacher and student increases the ability in every perceptive. In order to make the most of instructional technology , Language learners and teachers need to have

language skills and vocabulary necessary to understand how to use the technology. We will find new directions through technological teaching methods, this helps the student to innovate many reforms. The success of innovations should be gauged by the extent to which students are making more learning progress than before the innovation was implemented.

Imparting knowledge to the students, basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching.

Using Multimedia in Teaching and Learning Process
- I hear and I forget.
- I see and I believe.
- I do and I understand. – Confucius

Teaching with Sense of Humour – "Humour an Effective Medium of Teaching"
Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge.Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humor in teaching is a very effective tool for both the teacher and student. Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject.

Mobile Phone Assisted Language Learning
Mobile phones are considered as miniature computers because of its additional facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. MPALL applications consists of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or downloads, the vocabulary lessons, short definitions of words with examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using action. The most important features of Mobile Phone Assisted language learning are, social interactivity , context portability , Sensitivity , connectivity , individuality and immediacy . Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting.

Games: Games which are task based and have a purpose beyond the production of speech serves as excellent communicative activities

Tools
- Teacher's own laptop
- Projector
- Skype (www.skype.com)
- Private Face book group (www.facebook.com)

- Photopeach.com – photo-based slide shows
- MP3 Skype recorder (www.voipcallrecording.com)
- Edmodo (www.edmodo.com)
- Voxopop (www.voxopop.com)s
- Learning Management Systems (LMS), e.g. Moodle or Blackboard

Disadvantages through technological teaching and learning: The main barriers facing innovation can be broadly grouped into three categories:

Teacher-related: lack of teacher ownership or understanding of the innovation; change not congruent with existing teacher values and beliefs; negative attitudes, often engendered by the additional workload entailed; teachers are often emotionally bound up in existing practices; and change can be personally threatening.

System-related: poor communication and lack of mutual trust between change agents and frontline implementers; putting too much emphasis on the intricacies of the innovation itself and not enough on consideration of how it could be implemented; lack of appropriate resources to support the innovation; insufficient professional development and support for teachers; failure to bridge the gap between rhetoric and reality; cynicism engendered by previous failed attempts at innovation; failure to align a pedagogic innovation with the requirements of high-stakes examinations.

School-related: lack of supportive culture for change; conservative forces within a school: lack of support or understanding from senior management; inadequate school-based resources; student difficulties in adapting to teacher change, particularly if the rationale has not been persuasively articulate. Technologies have begun to change English is learned in the classroom, even bigger changes seem to be taking place outside it. In fact, the digital revolution in learning now threatens to undermine the classroom completely as a place of study.

Learning English through mobile devices gains credibility every day and the increasing popularity and rapidly diminishing cost of tablet devices reinforce this by providing a format that really is capable of delivering courseware. Factor in the growing interest in Massive Open Online Courses (MOOCs), providing large-scale (and free) learning interventions and it is clear that technology still has much to offer ELT. The teachers in rural areas don't have technical skills and proper training in technological methods.

Conclusion

The methods whichever are more congenial for the needs of student based on their knowledge of the language are always appreciable in all aspects. The increased use of technological cultural arte facts has enabled us to more readily afford the conversations necessary around input texts that help to create opportunities for languaging. We are able to take tools that have been created in other domains of the language learning field, languaging and process writing, and bring these together with technical cultural arte facts like Skype, virtual worlds, word processors, wikis, blogs and many others to improve language development and our understanding of language development., we have seen important developments in our understanding of the roles that innovative technologies are playing in altering how we do

language learning in the 21st century. The roles that they are playing are making a significant and important contribution to the development of the field and will make a real difference to how we understand language learning and the role of technology within it. This paper has shown that the language learning field is enhanced, but is also being changed by the ways that technology is used by creative language teachers in the many different classrooms throughout the world. This paper has made a mention of a few of many innovative methods which can be very helpful for the teachers in meeting the expectations of students at intermediate and graduate level.

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44. Advantages of E-Learning

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In this global era there is a lot of scope for innovative methods in teaching. By   using technology, teachers can innovate new learning and teaching methods. *E-Learning* is a current trend through which students can educate themselves in a better way. *E-Learning* refers to all electronic learning through systems that are used as part of the learning system. *E-Learning* has substantial benefits and offers unique opportunities for people who might, otherwise have limited access to educate and training. It has several benefits *E-Learning* is flexible; it can take place anytime and anywhere as long as the necessary equipment is accessible development. This biggest advantage of *e-learning* is access to on demand courses. Many a times one required access to certain learning material Develops knowledge of the internet and computers skills that will help learners throughout their lives and careers. *E-Learning* is fast becoming a more and more popular method and with it .The computer based nature of training means new technology is being introduced all the time to help with the learning. This paper is an attempt to explore the Advantages of *E-Learning.*

E-learning contributes a higher degree of interaction among professors and students and easier study material coverage in both undergraduate and graduate students. So with the help of *E-Learning* professors and assistants have developed their students' critical thinking and have given them more freedom in their choice of discussion topics and mutual exchange of their intellectual ideas and information.The vast movement towards e-learning is clearly motivated by many benefits it offer. However much e-learning is praised and innovated, computer will never completely eliminate human instructors and other forms of educational delivery. *E-learning* also offers individualized instruction, which print media, cannot provide, and instructor-led courses allow clumsily and at great cost. In conjunction with assessing needs*, e-learning* can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences. Hence*, E-Learning* have become so very popular among students and teachers for us great flexibility and higher degree of innovative quality.

Salient Features of *E-Learning*
- Learning is self-paced and gives students a chance to speed up or slow down as necessary
- Learning is self-directed, allowing students to choose content and tools appropriate to their differing interests, needs, and skill levels
- Accommodates multiple learning styles using a variety of output methods aimed at different learners; more effective for certain learners
- Potentially lower costs for companies needing training, and for the providers
- Fosters greater student interaction and collaboration
- Fosters greater student/instructor contact
- Enhances computer and Internet skills
- Draws upon hundreds of years of established pedagogical principles

Advantages of E-Learning: E-Learning has several benefits as follows:

Flexible, on-demand learning: The biggest advantages of e-learning are access to on demand courses. Many a time one requires access to certain learning material. E-Learning provides an abundance of such material that can be accessed year –long at any time of the day or night. There is no rigidity of a fixed curriculum, no need to go through multiple sequences to gain access to the point of need.

Increased Access: The learning experience is also of higher quality. It is enhanced through the use of audio, video and graphics etc. This multimedia experience greatly augments the quality of learning E-Learning brings the world to one's finger-tips.

Lower Cost: E-Learning systems typically cost lower than traditional systems, if the right scale is achieved. This is because it leads to savings in terms of travel, time and distribution of content, etc.

Benefits of e-Learning: There are many significant advantages for the student who learns online. Here are just a few to consider:

Convenience and Portability
- Courses are accessible on your schedule
- Online learning does not require physical attendance
- Learning is self-paced (not too slow, not too fast)
- You're unbound by time - courses are available 24/7
- You're unbound by place - study at home, work, or on the road
- Read materials online or download them for reading later

Cost and Selection
- Choose from a wide range of courses to meet your needs
- Degree, Vocational, and Certificate programs
- Continuing Education
- Individual courses
- Wide range of prices to fit your budget
- Go back to school to get a degree, learn a new skill, learn a new craft, or just have fun!
- From art to zoology you can do it all online in a price range to fit your budget.

Flexibility
- Online learning accommodates your preferences and needs - it's student-centered
- Choose instructor-led or self-study courses
- Skip over material you already know and focus on topics you'd like to learn
- Use the tools best suited to your learning styles

Higher Retention
- Online learning will draw you to topics you like and enjoy. Studies show that because of this and the variety of delivery methods used to reach different types of learners, retention is frequently better than in a traditional classroom.

Greater Collaboration

- Technology tools make collaboration among students much easier. Since many projects involve collaborative learning, the online environment is far easier (and often more comfortable) to work in since learners don't have to be face-to-face.

Global Opportunities

The global learning community is at your fingertips with online learning. The technologies used give online instructional designers the ability to build in tools that take you to resources you may never see in a traditional classroom.The vast movement towards e-learning is clearly motivated by the many benefits it offers. However much e-learning the global learning community is at your fingertips with online learning. The technologies used give online instructional designers the ability to build in tools that take you to resources you may never see in a traditional classroom.*E-learning* also offers individualized instruction, which print media, cannot provide, and instructor-led courses allow clumsily and at great cost. In conjunction with assessing needs, e-learning can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences.

Advantages to the Learner: Along with the increased retention, reduced learning time, and other aforementioned benefits to students, particular advantages of e-learning include:
- *On-demand availability* enables students to complete training conveniently at off-hours or from home.
- *Self-pacing* for slow or quick learners reduces stress and increases satisfaction.
- *Interactivity* engages users, pushing them rather than pulling them through training.
- *Confidence* that refresher or quick reference materials are available reduces burden of responsibility of mastery.

Disadvantages to the Trainer or Organization: *E-learning* is not, however, the be all and end all to every training need. It does have limitations, among them:
- *Up-front investment* required of an e-learning solution is larger due to development costs. Budgets and cash flows will need to be negotiated.
- *Technical issues* that play a factor include whether the existing technology infrastructure can accomplish the training goals, whether additional tech expenditures can be justified, and whether compatibility of all software and hardware can be achieved.
- *Inappropriate content* for e-learning may exist according to some experts, though are limited in number. Even the acquisition of skills that involve complex physical/motor or emotional components (for example, juggling or mediation) can be augmented with e-learning.
- *Cultural acceptance* is an issue in organizations where student demographics and psychographics may predispose them against using computers at all, let alone for e-learning.

Conclusion

It is generally a known fact that any innovation has positive and negative impact on society. Same is the case with e-Learning also. But when we look at the advantages of e-Learning of e-Learning there is a lot of scope for quick learning there is a lot of e-learning aims at good learning outcome with less expenditure., of course, technical advancement plays a very significant role in the process of e-learning. This paper is an overview of e-learning and its importance now a day.

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45. Potential Benefits of Reflective Teaching

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Historical Roots of Reflective Teaching

Numerous philosophers, theorists, teacher educators and researchers contributed to the establishment of reflective teaching. According to the education literature, however, a few key theorists with their varied concepts of reflection have had an important influence on much of the writing on reflection in teacher education (York-Barr, Sommers, Ghere, and Montie, 2006). One of these theorists is John Dewey (1933), and he is frequently recognized as an eminent twentieth century influence on reflection in education. Much of his discussion about reflection which is found in his book, *How We Think* (Dewey, 1933), help to promote thoughtful action by teachers. His work was influenced by earlier Eastern and Western philosophers and educators, including Buddha, Plato, and Lae-tzu (York-Barr, et al., 2006; Zeichner and Liston, 1996). Dewey was also one of the first educational theorists in the United States to view teachers as reflective practitioners and as professionals who could play very active roles in curriculum development and educational reform (Zeichner and Liston, 1996).

Routine action. Dewey (1933) distinguishes between human action that is reflective and that which is routine. According to Dewey, routine action is behavior that is guided by impulse, tradition, and authority and it can also be defined as the random "stream of consciousness" of everyday experience (Calderhead, 1989, p.44). Dewey states that in every school there are routine definitions of reality or a collective code in which problems, goals and the means for their accomplishment become defined in particular ways. Teachers, who are less reflective, according to Dewey, often uncritically accept this everyday reality in their schools and concentrate their efforts on finding the most effective means to solve problems that have largely been defined by this collective code. This means that teachers who are less reflective teach in a routine fashion and follow what is recommended in the designated textbooks or in the guidelines of teaching. They also teach lessons in the same way it was taught in the past without questioning or adjusting their teaching methods.

Reflective action. Dewey (1933) defines reflective action as "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (p.9). Dewey also views action based on reflection as intelligent action, in which its justifications and consequences have been considered, as opposed to appetitive, blind, or impulsive action (Calderhead, 1989). Dewey argues that reflective action is a process that involves more than a logical and rational problem-solving process. Instead, it involves intuition, emotion, and passion and it is not something that can be neatly packaged as a set of techniques for teachers to use (Green, cited in Zeichner and Liston, 1996). This indicates that in reflective action, in contrast to routine action, reason and emotion are integrated. Dewey also states that the sense of wonder at a problem and the purposeful and reasoned search for a solution are the most important features of reflection. In addition, Dewey

claims that the acquisition of certain attitudes (e.g., of open-mindedness, responsibility, whole-heartedness) and skills of thinking (e.g., reasoning and ordering thought) are essential for the development of reflection (cited in Calderhead, 1989).

Open-mindedness, responsibility, and wholeheartedness: According to Dewey (cited in Calderhead, 1989), open-mindedness, responsibility, and wholeheartedness are dispositions that push a more reflective teacher toward a critical and supportive examination of his/her teaching. Zeichner and Liston (1996) show that open-mindedness is an active desire to listen to different sources, to give full attention to alternative possibilities and to accept strengths and weaknesses of the one's and the others' perspectives. Dewey's conception of open-mindedness can be compared to the sociologist C. Wright Mills' (cited in Zeichner and Liston, 1996) conceptions of beliefs and believers. According to Mills, there are three types of believers: vulgar, sophisticated, and critical (Valli, cited in Zeichner and Liston, 1996). Dewey's conception of open-mindedness is similar to Mills' understanding of critical believers. Critical believers, according to Mills, are willing to enter sympathetically into opposing points of view because they realize that all belief systems have weaknesses and can be strengthened by the confrontation with different beliefs.

The second precondition of reflective action, according to Dewey (1933), is the attitude of responsibility which involves careful consideration of the consequences to which an action leads. Teachers acting responsibly think of three kinds of consequences of their teaching: (1) personal consequences (the effects of one's teaching on pupils' self-concepts); (2) academic consequences (the effects of one's teaching on pupils' intellectual development; (3) social and political consequences (the projected effects of one's teaching on the life chances of various pupils) (Pollard and Tann, 1993).

The third attitude necessary for reflection, according to Dewey (1933), is wholeheartedness. Dewey indicates that teachers who become wholehearted regularly examine their own assumptions and beliefs and the results of their actions. Larrivee and Cooper (2006) point out that teachers acting wholeheartedly approach all situations with the attitude that they can learn something new and Farrell (cited in Larrivee and Cooper, 2006) characterizes these teachers as being committed to seek every opportunity to learn.

According to Dewey (1933) the possession of these attitudes (open-mindedness, responsibility, wholeheartedness) and skills of thinking "emancipates us [more reflective teachers] from merely impulsive and routine activity…enables us to direct our actions with foresight and to plan according to ends in view of purposes of which we are aware. It enables us to know what we are about when we act" (p.17). However, Dewey (1933) argues that more reflective teachers do not reflect about everything all the time. Instead, he suggests that a balance between reflection and routine, between thought and action should be undertaken by teachers who want to become more reflective.

The teacher education literature is filled with various definitions of reflective teaching or reflective practice. Writers or researchers on reflection in teacher education do not have a general consensus on what reflective teaching amounts to and what it implies for teacher education. Terms such as *reflective practice*, *inquiry-oriented teacher education*, *research-in-action*, *teacher as decision-maker*, *teacher as professional*, and *teacher as problem solver*, all draw on

some notion of reflection in the process of professional development (Larrivee and Cooper, 2006; Taggart and Wilson, 2005; Zeichner and Liston, 1996). At the same time, Calderhead (1989) argues that these varied terms of reflective teaching indicate a vast number of conceptual variations with their alternative implications for the organization and the design of teacher education courses. In addition, he argues that the concept of *reflective teaching* has been defined in various ways based on the context of the writer's or researcher's professional education or beliefs about teaching and teacher education. Although scholars and researches define the term reflective teaching differently (Bartlett, 1990; Calderhead, 1989; Jay and Johnson, 2002), these various definitions can be classified into five perspectives: that is, reflective teaching from a technical perspective, a contextual perspective, a social perspective, an experiential or deliberative perspective and a critical perspective.

The technical perspective. Reflective teaching from a technical perspective means that teachers when they reflect, focus on the strategies and methods used to research predetermined goals (Bartlett, 1990; York-Barr, Sommers, Ghere and Mortie, 2006). Teachers who reflect within this perspective are also concerned with what works in the classroom to keep their students quiet and to maintain order rather than with any consideration of the cultural and social context in which their teaching is embedded. Cruickshank (cited in Bartlett, 1990) defines *reflective teaching* within this perspective as the teacher's thinking about what occurs in the classroom lessons, and about possible means of achieving goals or aims. Cruickshank (cited in Bartlett, 1990) also views *reflective teaching* as a means to give a more reflective teacher "an opportunity to consider teaching even thoughtfully, analytically, and objectively" (p.203). According to Cruickshank's definition of *reflective teaching*, the development of teaching techniques is regarded as the most essential way for helping teachers to improve their practice.

The contextual perspective. Reflective teaching from a contextual perspective means that reflection involves clarification of and elaboration on the underlying assumptions and predispositions of classroom practice as well as consequences of strategies used. Taggart and Wilson (2005) point out that teachers when they reflect within a contextual perspective, can understand concepts, contexts, and theoretical bases for classroom practices and can defend those practices and articulate their relevance to student growth. They also argue that clarification of assumptions and predispositions of practice and consequences help contextual practitioners assess implications and consequences of actions and beliefs.

The social perspective. Reflective teaching within the social perspective indicates that reflection should not be viewed as a solitary process involving a teacher and his or her situation, but as a social process taking place within a learning community. Solomon (cited in Zeichner and Liston, 1996) stresses the idea of reflection as a social practice and argues that without a social forum for the discussion of teachers' ideas, their development is inhibited. Pollard and Tann (1993) also argue that reflective teaching is enhanced through collaboration and dialogue with colleagues. Pollard and Tann (1993) state that the value of engaging in reflective activity is almost always enhanced if it can be carried out in association with other colleagues. Collaborative work or collaboration and dialogue with colleagues are based on the social nature of learning (Vygotsky, cited in Pollard and Tann, 1993). According to Pollard and Tann (1993) through collaboration aims can be classified, experience can be shared, language and concepts for analyzing practices can be refined. Also, through collaboration the personal insecurities of innovation can be

reduced, evaluation can become reciprocal and commitments can be affirmed. Brookfield (2002) points out that although critical reflection often begins alone, it is most fruitfully conducted as a collective endeavor. Teachers, according to Brookfield (2002), need colleagues to help them know what their assumptions are, how these could be researched, and how they might change their practices.

Based on these perspectives it can be defined that teachers who want to become more reflective as those who avoid adopting a bureaucratic or technical role that has been historically given to teachers. Instead, more reflective teachers focus internally and externally on the social conditions of their practice. Thus, action plans that are generated from the process of reflection examine the ethical and political consequences of teaching based on their experiences, values, beliefs and research, and generally occur as collaborative work.

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46. Evaluation of the New English Language Curriculum for the Primary Non-English Medium Students of A.P.

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Introduction

It has often been felt that one of the important reasons for the failure of the students in their studies and later on in their careers is that they have poorly developed language learning skills. They do not employ the strategies necessary to make their study effective and efficient. Hence, a majority of Indian students remain deficient in English language skills and today 90% of the Indian graduates are termed unemployable by global standards. English as language has been in India for more than a century. It is the language of development in many spheres. It is the language of opportunity and upward social mobility at the individual level. Despite the fact that it has been spoken only by only 9% of total population in India, it remains to be a major link language at national and international levels and is commonly used language in offices, business, industry, research, science and technology etc. Consequently, teaching of English in schools has acquired importance in the education system in the country.

A state of the nation poll carried out by the India TV Channel CNN, in August 2009 found that 87% feel that knowledge of English is crucial to success in life but 82% feel that knowing the state language is very important and interestingly 57% feel that English making us forget our mother tongue. But it cannot be denied that to compete with other nations, English is must. ELT experts like Perren, as quoted by Hans R Dua(1994:109) tells that the earlier a child is exposed to a language the quicker it learns to use it. "Since all must use English, it is best for children to begin at an age when it is easiest, when there is no pronounced language learning differential". [Dua, Hans R.1994] The 'Sarva Shiksha Abhiyan'(SSA) launched in 2001 is a flagship programme of Government of India for providing free and compulsory Education to children of 6-14 years which accorded priority to teaching and learning of English. The National knowledge commission has recommended that English teaching should start from class I so that after 12 years of schooling the learners will have access to higher education and equal access to employment opportunities. As revealed in the findings of the Regional Institute of English, Bangalore, most parents in rural areas are withdrawing their children from Government Telugu Medium Schools due to lack of English teaching.

In accordance with the recommendations of RIE, the Govt. of A.P. introduced English at primary level from the academic year 2012-13. The SCERT, AP, Hyderabad has undertaken the curricular revision and new text books have been developed. A single English text book has been designed for both the English medium and non English medium students for classes 1 to 10 in school education. Accordingly text books were developed for classes 1,2,3,6 and 7 for the academic year in 2012-13. In the second phase of the revision the remaining classes 4, 5, 8 and 9 have been developed for the academic year 2013-14. Subsequently SCERT, AP, Hyderabad developed 'Primary Teachers' Handbook on New English Text Books of classes I to V with an aim to help the teachers to follow the transactional process in achieving the academic standards in all classes aiming all children. The module contains the identified discourses in each reading slot, a detailed discourse process for oral and written discourses, classroom theatre and a special

package for bridging the gap is also included for acquiring the minimum competencies among the children in developing discourses like description, conversation and narrative or story before starting the transaction of units.

The main objective as it was stated in the preface of the text books is to develop in the learner the skills of listening, speaking, understanding and gradually writing, in an integrated manner so that the learners can use language effectively and naturally in different situations. The curriculum has been designed only to develop language skills but also inculcate in the learners social and moral values. The book is said to be prepared in a learner friendly, activity based and communicative mode. Children are expected to learn the language by working under their teachers' guidance without the fear of tests or burden of homework. The present study aims at examining the process of English language education at primary level from the perspective of teachers.

Objectives: Little research appears to have been carried out in rural areas concerning complex issues related to teacher's perceptions and their concern with 'quality curriculum' and effective teaching-learning methodology. Keeping in view the mismatch that often exists between the real classroom situation and the curriculum, the questions this paper focuses on are:

- What is the status of teaching English at primary level as a subject in Medak District?
- How does the teacher perceive the curriculum and context?
- What are the problems encountered by the teachers while implementing the curriculum?
- What are the possible ways to overcome the obstacles?

Methodology: Participants in this study were teachers working in the Govt. schools in Medak District in the state of Telangana. The present study was limited to a sample size of 50 teachers due to time constraints. 90% of them are working in villages. There are 33 female teachers' 17 male teachers having different qualifications.

Questionnaire: This is the main instrument used in the survey. There were altogether 12 questions in the questionnaire which are open ended and multiple choice in pattern. First 5 questions are related to their personal details and service matters, remaining questions focused on the perceptions and suggestions of the teachers pertaining to the curriculum. Since many of them hesitated to respond, they were assured that their responses will be kept confidential.

Informal Interviews: Interactive sessions have been held with the teachers. The aim is to give them an opportunity to express their ideas and opinions. It also helped in checking the correctness of their responses in the questionnaire. For example some of them did not respond to questions related to their problems and suggestions such issues were covered during the interviews.

Data Analysis: The data collected through the tools was both qualitative and quantitative in nature. The interpretation of information is corroborated with the qualitative analysis of data from informal interviews. The responses of the teachers to the first 5 questions indicate slight variation in relation to their career details. 76% of them are graduates and 14% of them are postgraduates. Only 10% of them do not possess degree. Almost all the teachers have done raining courses like B.Ed, D.Ed, TTC etc. While 52% teachers are having 1 to 5 years

experience, 24% of them are having 11-15 years of teaching experience. As many as 12% teachers are having 21-25 years experience. While 78% of the teachers have undergone teachers training program, 22% are working without any formal training.In response to question No.5, 76% of the teachers agreed that the contents of the books are learner friendly. In response to question seven, the teachers came up with a variety of problems like text difficulty poor, rural background of the students, lack of proper training to teachers, heavy workload, language problem, etc. In response to question 8, related to favorite lessons almost all of them opted 'our Animal kingdom', 'My School', and 'My home.'In response to question no.9 only 25 teachers reported that they are conducting classroom activities like drawing charts, card games etc. The tenth question focuses on the fulfillment of the objectives outlined in the preface of the text book. 72% of the teachers consented that the objectives were reasonably fulfilled. From all the correspondents 84% of them consented that the lessons reflect real life situation.   (Q.11). Regarding the last question seeking suggestions for the improvement of the book, only 54%of the respondents gave suggestions. 30% of the teachers recommended easier content with simple words. The other suggestions were detailed presentation of alphabet, printing of better quality, simple and familiar examples etc.

Findings:
- Despite the fact that 78% teachers are trained and a majority of them are experienced, only 50% are conducting classroom activities. From this it can be concluded that the inputs provided in the training are inadequate.
- It was found that most of the teachers used text book as their primary instructional tool in all the classrooms.
- It is surprising to find that only one out of 50 teachers is following the transactional process by conducting almost all classroom activities as mentioned in the training hand book.
- In many situations teaching English is an unplanned teaching-learning activity. While 50% of the teachers are using teaching aids like pictures and charts only 20% of them mentioned activities like role play, reciting poem, narration and conversation.
- Intervention of technology is almost non-existent.
- Almost all the teachers adopted bilingual method.
- Quite a few of them expressed their inability to apply the knowledge they acquired as part of ELT training in the classroom situation.
- Most of them felt that vocabulary and grammar exercises are challenging for the children especially in iii, iv and v classes.
- Majority of the teachers stressed on introduction of restructured alphabet saying that I class text book starts with the assumption that the students have already mastered the alphabet in the pre-school. On the contrary children need to be taught from scratch when they join school in class I.
- Though 72% think that the objectives are fulfilled to some extent, it is significant to note that substantial number of respondents revealed that they would prefer the contents to be easier.
- On cross-checking the responses to various items during informal interviews, it is found the teachers are overloaded with 6-8 hours of teaching everyday.
- In many cases, due to the lack of subject teachers the class teachers have to take the responsibility of teaching English. Arts and Science faculty find it challenging to teach English language skills to the students without adequate command on the subject.

- It is heartening to see that despite so many limitations a considerable number of teachers are implementing activities like miming, acting, dancing and drawing figures etc. it reflects upon the sincere efforts of the teachers to help the children learn the language.
- Quite a few number of teachers reported that the level of English expected from a child was higher than what was expected from him\her for his/her native language.   They expressed their lack of confidence in teaching the children especially in the areas of vocabulary and grammar.

Implications and suggestions:

1. The study has certain significant educational implications for the primary English teachers as well as policy makers.

2. Since the role of teachers becomes demanding in rural areas,they expressed the need for more training on the use of text books.

3. More training be provided

4. The urban-rural divide in teaching of English has to be bridged by providing minimum technological teaching aids like computers, LCD Projector etc and student friendly infrastructure.

5. Regarding the first generation learners the constraint can be overcome if the child is given tasks at the right level of difficulty-tasks involving language the child can just about understand in the course of applying herself to these tasks, the child will construct the grammar of English on her own (Cf.Krashen (1985), Prabhu (1987).

6. The study has another important implication. Since most of the children studying in Government schools belong to marginalized sections,they will have little exposure to English language.   Hence the proficiency level attained at the end of elementary level belies the expectation of desired out comes. "(Learners) They don't see the usefulness or relevance of English in their immediate environment", Seshadri (1997:206).   Hence the focus should be more on the process of learning language in meaningful context and motivating the children to express. "A well-motivated student badly taught will probably do better than a poorly motivated student well taught" (Dcunningsworth (1980).

7. We cannot discard use of mother tongue in a rural classroom situation. Of course, the limit or extent of translation has to be determined by the teacher. For Example, while teaching pronunciation of words and vocabulary items equivalent Telugu sounds and words can be illustrated.

8. A variety of materials should be made available to provide an input rich curriculum, which focuses on meaning.

Conclusion

The study reiterates the need to identify the gaps between designing curriculum and its implementation and to take necessary measures to fill up the gap. Text book is undoubtedly the primary source for education in schools. The NCF states: 'The pluralistic and diverse nature of Indian society definitely makes a strong case for preparing a variety of not only text books but also other materials, so as to promote children's creativity, participation and interest thereby enhancing their learning. No one text book can cater to the diverse needs of different groups of students (NCERT, 2005;p.94). Hence the teachers need to be provided supplementary teaching-learning materials for effective classroom teaching. Furthermore, it is essential to get feedback regarding the proper utilization of the inputs as well as materials by the teachers. As the study indicated, the teachers themselves need help in the areas of task-based teaching methodology and

alternative language teaching approaches.   Hence, teachers need regular, short term training programmes to understand how best to exploit the use of English to aid understanding and facilitate learning. Before that, in order to support the ongoing professional development of teachers in ELT, there is an urgent need to conduct training needs assessment especially in resource-poor environments.

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47. Computers for Communication

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The educational system is failing to meet the real needs of the society. The schools generally constitute the most traditional, conservative, rigid, bureaucratic institution of our time. we, as teachers, have to create a genuinely humane climate in which we have to initiate a process where a young person can find him/herself respected, can make responsible choices, can experience the excitement of learning, can lay the basis for living as an effective, concerned citizen, well informed, competent in knowledge as skills and confident of facing the future. The ultimate aim of education-of all attempts at teaching-is to make the learners capable of doing things on their own. They need to be able to cope with the unpredictable. We as teachers must enable them to do so, and the training we impart should allow them to learn on their own, when the prop of the teacher is withdrawn. Although training the learners to learn by themselves in not a new concept, there has been a revival of interest in helping learners to take on more responsibility for their own learning.

The most important concern of our educational system in the present is the development of four most precious natural resources- the minds and hearts of our young people. It is their curiosity, their eagerness to learn, their ability to make difficult and complex choices that will decide the future of our world. We need the help of all our youth- the serious and the thoughtful, the not so fortunate ones, the aimless, the affluent- the whole mass of our human people- if we are to preserve this fragile planet and build a future world worthy of the humane race. The only way can be assured of that help is to assist our youth to learn, deeply and broadly, and above all learn how to learn. Our youngsters have to be ready to face a world full of controversy- political, social, and international as well as personal. They will be involved in making judgments, choices, decisions that will affect their own lives, their families and society. We, as teachers, have to create a genuinely humane climate in which we have to initiate a process where young person can find him/herself respected, can make responsible choices, can experience the excitement of learni9ng, can lay the basis of reliving as an effective, concerned citizen, well informed, competent in knowledge and skills and confident of facing the future.

There are many languages in the world. One among them is English. The language English has been spread to various countries by the British people in the form of colonization. English language not only belongs to English people but to the people all o0ver the world. English is considered as a secondary passport. If you know English well, you can go to any part of the world. Thus English is essential in every walk of life. Language is only one of the codes we use to depress our ideas. Languages continually changes; their statistics are "non stationary." Not only do they change continually with history, as social conditions in general alter, but they may show a difference, at any particular time, as environmental condition differ, the relationship between the whole structure of the language (grammatical formalism) and the outside world associations (its semantic functioning) is extremely complicated; it is essentially empirical and above all, barriers between different languages.

In the 17th century a school of thought known as faulty psychology was developed. The techniques of language teaching are, to understand the student's beliefs and attitudes to meet the

anticipated objectives, to keep the syllabus, precise and attractive, to indicate the advantages and possible disadvantages, to make the term easy for compliance. The learning should be the goal of teaching but not he mirror image of teaching. The teaching should be based on real life needs providing opportunity for skill practice. The teaching should encourage the learners to evaluate themselves. A language teacher takes pains to teach all the lessons well. The class is made lively and humorous; then emphasis should be teaching than on testing. The methods adopted should not pressurize the students. How a thing is done in class is a technique. A technique is "implementation"- that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance use to accomplish an immediate objective (Anthony 1972). Techniques are closely related to methods and approaches. Another important point to be remembered is that having repertoire of technique is by itself no guarantee of success; one must know when to use which technique. The student should be given as many activities or drills as possible to enrich their skills in all the lSRW skills.

The objective in any language classroom is to get the learners to learn the target language and use it, which is done best when they are involved actively in the learning process. This in turn means that their interest must be sustained in classroom activity. A teacher who has a repertoire of techniques to teach different skills\sub-skills is more likely to succeed in this objective than one who has limited number of techniques at command. Another important point to be remembered is that having a repertoire of techniques is by itself no guarantee of success; one much knows when to use which technique. In other words, judgment of a teacher should be fine tuned to the needs of that particular class\group of learners. For example, drilling is a technique which can be used effectively at the practice or familiarization stage of a lesson, but not for a communicative activity which demands deployment of the learner's own language. There are other techniques and methodologies in imparting communications in English language. Keeping in tune with the tremendous progress in technology, the teacher's should implement latest teaching methods in imparting communication in English language. It is here that the uses of computers play a vital role in teaching\learning process in the English classroom. English language teaching\learning can take place through the use of computers which is nothing but E-education. E-education involves e-teaching along with the various administrative and strategic measures needed to support teaching and learning in an internet environment. It will incorporate a local, regional, national and international view of education. E-learning is learning which takes place as a result of experiences and interaction in an internet environment. Major fallout of the widespread use of computers in the field of education has been the advent of e-learning. This mode of learning consists of course material that can be accessed non-line and work more or less in the same way as a traditional course with assignments, tests, etc… This is a desirable quality to nurture. The technology is developing so rapidly that it can often be difficult or even overwhelming to harness, somewhat like trying to get a "drink of water from a gushing fire hydrant." Modern technology and the internet offer culture from a distance that can be brought into the EFL classroom so that students are able to take part in it while being exposed to the new language. In a typical classroom, the students are able to take part in it while being exposed to the new language. In a typical classroom, the students only have their teacher and classmates to communicate and practice with, but with the use and implementation of modern technology and the internet students are able to use their communication skills with other people as well as interacting with the technology itself. This alone is a huge advantage to any language classroom setting.

Thanks to the internet, Indians now excel in the field of information technology. Digital gadgets like mobile phones and personal computers have more and more become an integral part of the lives of people, in contrast to the time when PCs with internet connectivity were first launched solely for commercials use in 1995. it is interesting to find the internet playing a major role in language teaching, the impact of which is especially noticeable to those who work in the corporate world. In the case of college students, "surfing the net" for doing academic work is often considered a necessity as the resources provided by the internet serve as an additional input to them. This encourages student to take responsibility for their learning process, offering greater scope for learner autonomy. The collaborative project work that they do by using web resources in turn enhances their performance in the classroom. In this view, the presenters wish to offer an insight into the uses of computers in imparting English communication. E-education involves e-teaching and e-learning along withy the various administrative and strategic measures needed to support teaching and learning in an internet environment. It will incorporate a local, regional, national and international view of education. The importance of a vision for e-teaching, e-learning and e-education is it highlighted the need for continuous and relevant training and support for educators and administrators at all level.

Advantages of e-learning

- E-learning encourages the student to learn at their own and at their own pace too.
- It offers blended learning, i.e, some work on the computer with live teaching by teachers.
- E courses offer live chat sessions with tutors or teachers and this is possible because of video cameras that can be used with computers.

Disadvantages of E-learning

- E-learning requires computers which many schools and colleges do not have.
- They are too expensive to purchase and maintain especially kin the Indian context.
- They need sophisticated infrastructure which most schools\colleges do not have.
- E-learning expects students to be responsible learners who need to work on their own.
- A computer is impersonal; it is not like having a live teacher in a class room setting. Peer interaction helps learning but this is missing in e-learning in India.
- E-learning can't be used at the elementary level as children are being taught basic concepts which can't be taught on the computer.

E-learning and its impact on teachers

The networked environment of this new internet-connected world has expanded the opportunities for teaching and learning in ways that we are only beginning to understand. What makes the implementation of e-teaching so challenging is that we are asking teachers of the dot com age to teach in a way they have never been taught when they were at school. What we can now consider is that the access to the internet outside the formal classroom settings has opened up possibilities that were inconceivable 10years ago. Admittedly the computer can be an over-whelming and imposing instrument to students and teachers and with the aid of computers; teachers can quickly access documents addressing individual student's needs. In a few years human beings will be able to communicate more effectively through a machine than face to face. They will be able to interact with the richness of living information- not merely in the passive way that we have become accustomed to using books and libraries but as active participants in an ongoing process bringing something to it through our interaction with it. One of the advantages

of systematically incorporating into once teaching these learning- how- to- learn tasks is that learners become aware not only of their own preferred ways of learning but also the fact that there are choices, not only in what to learn but also in how to learn. So let all teachers and students use computers for communication and realize the worth and value of computers in teaching\learning English language.

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48. India's Stake on UNSC "P" Membership: An Analysis

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Introduction

Being the seventh largest country of the world and enjoying a prominent position among the south Asian countries, India is the second most populated country of the world after China. India is a subcontinent because it has certain geographical and political independence and is a vast or more or less self-contained subdivision of the continent of Asia. Physiographical, it is a peninsular region resembling a diamond with the Himalayas in the north, Hindukush in the west, Arakanese in the east and extending southwards into the Indian Ocean with the Arabian Sea in the south-west and the Bay of Bengal in the south-east. Geopolitically, prior to 1947 the three nations India, Pakistan and Bangladesh constituted the British India. It almost always included Nepal, Bhutan, Sri Lanka, Afghanistan, Maldives in terms of the geographical extent of India. Apart from all these, it enjoys a prominent and an eminent position in the SAARC, i.e., South Asian Association for Regional Cooperation and it succeeds in building excellent trade relations and cordial relations on the basis of social, political and economic fronts with the other SAARC countries namely; Bangladesh, Nepal, Bhutan, Pakistan, Sri Lanka and Maldives. Not only all these but also it has always been the largest supplier of peace keeping in the world. It was our ex-Prime Minister, Pandit Jawaharlal Nehru to start the NAM or the Non Aligned Movement programme where it did not become a member of either of the two existing blocs then, the United States and Russia, and it maintained its own rigidity in not joining the super powers which proved to have preserved the peace and security throughout the world.Therefore, India's demand or claim for permanent membership in the United Nations Security Council is not a fragile one. Rather, it's a point that has to be taken into consideration for India has always been with the terms and conditions of the United Nations. Moreover, recently, the reforming of the United Nations' Charter was raised by India, which in turn was appreciated by many of the members of the United Nations Organisation and our Prime Minister, Mr. Narendra Modi declares that our hope of gaining a permanent seat in the United Nations Security Council has led to a positive step further.

India's Claim for Permanent Membership in the United Nations Security Council

In recent times, our Prime Minister Narendra Modi delivered a powerful speech regarding India's permanent membership in United Nations Security Council (UNSC). Although the Speech was affective and he could reach his goal only by demonstrating real power but the power boiled down essentially to economic powers. Mere population size is not good enough to ensure India's permanent membership in the UNSC. It is true of course that the current permanent membership of the UNSC is held by the United States, Russia, France, United Kingdom and China, which actually represents the power structure that existed at the end of the second World War. Power was not divided based on the economic status but based on which side the country was. The permanent five of the UNSC were the victors in second World War while the defeated nations were specifically excluded from the power structure. As India was Still under the British Rule then when the second world war broke out, she was excluded from this. The myth about Jawaharlal Nehru throwing away India's opportunity for the permanent seat in UNSC, needs to be understood here. There were arguments that Nehru rejected the United States offer of permanent membership in UNSC replacing China in 1950. But this was not entirely done

without a reason. While Nehru was a poor student of realpolitik (which was clearly demonstrated later when he lost the war with China in 1962), this step or policy must also be seen as an extension of his efforts to maintain equidistance from the two super power blocks (USA and USSR) in the emerging Cold War. Apart from this there was also a firm belief that replacing China in the UNSC would have made it a permanent foe of India.The continued hostility of China towards Indian interests prove that Nehru was wrong on both the counts. It is however not fair to assume that he willingly compromised the interest of India on the altar of pure morality. The truth is that India got feelers from both the US and USSR for permanent membership in the UNSC in the 1950's but at that time India was not in a position or rather powerful enough to deserve the permanent seat on the basis of genuine military or economic power. We had only moral clout then which was not enough. In the post-Cold War period, where there prevails a lot of local hot wars and proxy wars (which were characteristics of the cold war period), the power balance is again changing replacing Russia with China as the pole opposite to the US. In this new structure, if India has to put forward its claim for permanent membership and thereby achieve it, then it has to simply focus on its economic growth with concomitant military might.

At present, India's national GDP is of $2 trillion and therefore, stands as a middling power economically. All the current permanent member of the UNSC, apart from Russia, are bigger than India in economic terms, with the National Income of US at $ 17.4 trillion, China at $10.3 trillion, UK at $2.9 trillion and France at $2.8 trillion (all figures are accordance with the World Bank). It is after the break-up of the USSR that the rump Russian Federation has fallen below India at $1.8 trillion. Hence, right now, it is the only one deserving of replacement but this will actually not happen for Russia is a nuclear power. On the other hand, three big global players, namely Germany, Japan and Brazil with their economies bigger than that of India are at $3.8 trillion, $4.6 trillion and $2.3 trillion respectively, have an even better claim to be the permanent members of UNSC than India. Logically if it is seen then Germany and Japan should have been in the UNSC earlier even but they were the defeated powers in the Second World War. Later, when these two countries rose again as peaceful nations, China's opposition to Japan shucked their entry. As long as India remains an emerging power, struggling with a weak currency and $2 trillion economy, its entry will also face the same Chinese back ball.Therefore, the unstated threshold for India's entry will be $4 to 5 trillion and getting there will take India almost around 10 to 12 years at the current 7 to 8 percent potential annual growth rate, which seems doable at this point of time, considering internal quarrels over economic reforms. In the next five years, India will become $3 trillion economy and up to $4 or 4.5 trillion in the coming 10 years. This means that somewhere between the period of 2020 and 2025, the world will be unable to deny the entry of India and be a permanent member in the UNSC.

The reason for this is simple, i.e., while it is technically possible for India's enemy to keep to her out now and even in the coming future (any one of the permanent five can keep India out by wielding the veto power), when we are $4-5 trillion economy, Germany and Japan will be at $5 to 6 trillion and Brazil around $3.5 to 4 trillion, the group can force a decision as it will collectively be bigger than the United States or China in terms of economic clout. Just as a $10 trillion Chinese economy can create its own global lending bank to rival the World Bank, as a $4 to 5 trillion economy, India along with the needy powers today will certainly be in a position to demand its right or threaten to create its own rival power structure. This is why China would like to slow India down by continuously getting Pakistan to trip India up and Pakistani terrorism

aimed at India has China's silent and tacit support for the same cause. Though this may sound a little strange and amusing but the fact is that India's entry into the UNSC depends upon overturning the fruits of the Second World War. It is only when the former Axis powers, i.e., Germany and Japan grow to rival the present Two Big Powers (US and China) of the UNSC with regard to economic powers that India can get its permanent membership.

Reason for India not being a permanent member of the UNSC

Having nuclear weapons does not simply mean that one gains a permanent membership in the UN Security Council. The permanent members of the UNSC are not the states that had nuclear weapons at that time (when the United Nations Organisation was formed in 1945), nor are they the states that were legally allowed to possess nuclear weapons, nor is nuclear capability of a nation a requirement or need to be a permanent member of the UNSC. It was only USA which had nuclear weapon when the UNO was formed. Russia did not explode their first bomb till 1949, UK did not use till 1952, France till 1960 and China till 1964. Basically speaking, permanent membership was given to the major Allied powers of the Second World War.

At the time when the United Nations Organisation was formed, India was not an independent nation then, nor was it anywhere near powerful or influential enough even if it had been. The notion of having some nations as permanent members in the UNSC is to provide the Security Council with some sort of base or foundation that could give it the ability to act as well as the ability to maintain peace and order. While there was no need for the permanent members to possess nuclear weapons but they were to be militarily strong, economically vibrant and also capable of displaying international influence. Hence, in the 1940's India was not in a position or condition to meet any of these criteria.

The truth is that India is still not powerful enough. Its economy is not at all close to being on par with any of the permanent members of the UNSC and just by adding another country (which indicates the adding of another veto) would make things very complicated. Well, conversing about India, its case is no stronger or weaker rather no more or less controversial than the other three countries that want to gain permanent seat in the Security Council - Germany, Japan and Brazil. Moreover, in comparison with other countries, India's contribution in terms of fund to the United Nations Organisation is less. Only the United States contribute more money to the United Nations than Japan, which stands second in the position and Germany, which stand third. Even Brazil contribution to the UN more than double of the India's financial contributions. Out of all the permanent members of the Security Council, it is only Russia at present which stands outside the top 10 contributors of United Nations in terms of funding. But India contributes far less than all these members.

While India may represent an under-represented region, among Southern Asia and the Islamic nations; Brazil on the other hand may represent a relatively unrepresented region. All four countries, i.e., the G-4 nations, have received the backing of France and the UK, whereas, Russia also supports Germany and Brazil. But, speaking of India now, out of all the current permanent members and the nations suggested to be added to the UN Security Council, it would be by far the poorest of all. While India exceeds Russia and is closing on Brazil now in terms of overall GDP, its GDP per capita will easily and certainly make it the poorest permanent member, as in accordance to the last year IMF numbers, India was around $3,700, whereas, the next

poorest country which was China was around $8,400. So one has to be economically strong to be a member of the UNSC or else it becomes difficult for the developing nations to along with accepting and enforcing economic sanctions. Therefore, reaching a certain level of economic development is something that will surely be taken into account while adding a new member in the Security Council. And we all know that takes time for developing nations to compete and become equal with the already developed nations in terms of economic prosperity, military advancement, growth in infrastructure, and other significant fields. Therefore, India lags behind in terms of economic prosperity. In addition to pure economic development, India would have the lowest Human Development Index (HDI) among all the other permanent members. While the nations with their developing economies have a larger voice in the Security Council, there also prevails a kind of preference towards selecting economically developing countries that are more highly developed in terms of standards of living, life expectancy, general health, education, and so on, in order to give a certain amount of stability and to create, main and portray a certain level of standard.

There is another factor which works against India's attempt in gaining a permanent membership in the United Nations Security Council and that is the nature or the state of its military. In providing peacekeepers, India has always been one of the countries at the forefront and our peacekeeping forces are often considered among some of the best but it is a whole rather entirely different game when it comes in being a permanent member of the Security Council. There exists certain implicit requirement to be a permanent member and that is the need of a country to possess the capability to project a certain amount of power on a global level. In reality, India can only project military power over surrounding nations whereas its naval capabilities only allow it to project a limited amount of power throughout South and Southeast Asia. Like China, India is also making an effort to modernize its military and it has the third largest army in the world, but it is not progressing at nearly the pace that China is, having the largest army in the world.

Apart from all these, going beyond the structural impediments to add a permanent member to the UNSC, will somehow be a disruption of the current balance of power. There is definitely a problem of how adding a country will affect the ability of the Security Council to get things done in actual. It has already been found or can be seen that it is very difficult to pass things or matters easily with the five members. Therefore, adding another member, thereby, raising the permanent membershipup to six or seven would make it even more complicated to solve the issues or negotiate something among the six or seven member nations and naturally more rivalries are sure to take place then among the permanent members.

It may be at the end that until and unless few current permanent members become less and less capable of influencing events and issues on global basis and are convinced or forced to up their membership or permanent status, that the candidates demanding for permanent status in the United Nations Security Council, like India, will naturally be forced to sit on the sideliners and wait for the time to come.Internal Problems Existing in India Which Creates Difficulties in Being a Developed and Balanced Nation andto Gain a Permanent Seat in The UN Security Council. India was a British colony for almost 200 years. It earned its Independence from the British on 15th August, 1947. This was much late. There already existed developed and powerful nations and the end Second World War clearly demarcated the countries which were strong and

weak in economic, military and political spheres. The weak were the nations which were defeated in the war and the strong were nations which marched victorious. It was then that the United Nations organisation was formed on 24th October, 1945 and it included the nations or the victors of the Second World War as the permanent members its Security Council. Thus, it was tough enough for India to be a permanent member of the UNSC, because of its poor economy and in 1950's Nehru rejected the offer of being a permanent member of the Security Council that was laid before us by the United States. Since its independence, India is having many internal problems and lack of many basic stuffs because of which it is still termed as a developing nation and it comes under the category of the Third World Countries. So, the problems that India still has today and which are needed to cope up with are the followings: -

a) **Corruption** - Corruption in India is a major issue that affects its economy adversely. A study which was conducted in the year 2005 by the Transparency International, found that more than 64% of Indians had first-hand experience of influence peddling or paying bribes to get works done successfully in the public offices. In 2008, 40% of the Indians were reported to have first-hand experience of using a contact or paying bribes in the public office to get a job done. And in the year 2015, in Transparency International's Corruption Perception Index, India was ranked 85th out of 175 countries in comparison with its neighbour Sri Lanka, which ranked 75th. Indian media has widely published allegations of corrupt Indian citizens reserving billions and trillions of dollars in Swiss banks. However, Swiss authorities deny this. Moreover, Indian media is owned by corrupt politicians and industries who play major role in most of the scams, and all these are a blunder. Thus, corruption rate needs to be reduced to a great extent in order to foster India's economy.

b) **Poverty**- This is a historical reality in India. Lack of basic amenities of life such as proper food, safe drinking water, sanitation, health, shelter, infrastructure have a great impact on the lives of hundreds of millions. The World Bank in May 2014, reviewed and proposed some revisions related to India's poverty calculation methodology and purchasing power parity basis for measuring poverty. On the basis of this revised methodology, the world had 872.3 million people below the new poverty line of which there lived in India 179.6 million people. Hence, eradication of poverty is beneficial and important for a country's progress and development and India should do away with this to gain a permanent seat on the UNSC and to be in par with the other permanent members of it.

c) **Literacy** - India does not possess 100% literacy rate even when being able to write down one's own name is called being literate in India. Its current literacy rate is 74.4% and literacy is a key for socio-economic progress in India. So when literacy rate is this much, it can be easily understood that there is a lack of basic education among the people of India. There is a wide gender disparity in the literacy rate in India where it stands 82.14% for men and 65.46% for women. There is a dramatically negative impact on family planning and population stabilisation efforts in India because of low female literacy rate. And this gender gap needs to be bridged as soon as possible for this gap is a negative sign to development. For a better India in future and for it progress, education is a must and then only a nation can develop in a full-fledged way and be almost near to equal in comparison with other Developed nations.

d) **Unemployment** - This is another cause that India suffers from. India is an agro-based country. Lack of industries, lack of proper infrastructure, over population, economic fluctuations has boost the rate of unemployment in India. On the other hand, technological advancement and extensive automation and also the use IT has replaced man power or so called the labour force. Unemployment is at its alarming rate so various schemes like cash programme for rural employment, food for work, minimum daily wage for daily work should be enforced or implemented by the government to reduce or do away with unemployment in India.

e) **Crimes**- This has increased in the recent years. India is a secular state where people of all different religion exist. Along with it there prevails castes, racism, and division of people on class lines too because of which hatred of one group of people for the other group has grown, communal riots break out and all these lead to crimes these days. When internal affairs are out of control and requires proper management then it becomes hectic for a government to manage its external affairs and foreign policies with other nations too. Moreover, all these destroys the image of India in turn too. Therefore, all these needs to be stopped with proper and effective measures which will help the nation to progress steadily.

Hence, the internal affairs along with country's economy and military power must be kept in checked from time to time as a country's development is based on all these factors. So, as long as India remains a developing nation and if it does not reach near to the permanent members of the UNSC basically in terms of GDP and military progress and thereby coping up with these problems, its demand for permanent seat will always remain as demand only.

Conclusion

All the permanent members although have supported India completely or partially for the permanent membership of the United Nations Security Council but these nations possess different opinions about the role and structure of the reformed Security Council. Right from the very beginning, India's strategy for demanding permanent seat has been on the right track on the mark with Jawaharlal Nehru initiating the Non-Aligned Movement (NAM). India has always been the largest provider of peace keeping forces to the United Nations and supporter of its empowerment since years. Moreover, India must very actively and spontaneously get involved into the world politics giving its firm and rigid stand or view on the major global issues. For instances; India must sort out its boundary issues with China as soon as possible. On the other hand, it should also actively get engaged with the United States in sorting or solving out major issues, mainly terrorism. Again, it must also advance and improve its lull foreign policy with Russia making its relation good. To conclude India has been on the right strategy so far but it should be more apt and alert on its foreign policies, inner settlement of disputes and affairs on socio-political basis, its economic development thereby increasing GDP and its technological advancement of military. Moreover, all these developments require a stipulated time period for which we can assume of India's gain of permanent seat in the United Nations Security Council in the coming ten to fifteen years, i.e., 2025-2030.

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49. Redefining the Dictionary

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Lexicography is considered a topic limited to the hallowed halls of learning; it is considered a scholarly discipline. Lexicography is the process of compiling a dictionary. (Lexicography is the lexicographer's lexicographical adventures in the realm of the lexemes of the language resulting in a lex icon.) A dictionary provides a description of the language in general use. English lexicographers study and record uses of language, analyze a corpus of language for evidence. They consider both the meaning and usage of words and compile definitions in a structured manner. People consider the dictionary an authority in matters of language. People look up a dictionary as a referential source for information related to orthography, pronunciation, meaning and usage, in certain cases the etymology , synonyms and antonyms are also referred to. People also refer the dictionary for identifying the correct usage. The dictionary acts as an arbiter of usage distinguishing between proper and improper usage. It plays a significant role in standardizing the language. It was Dr. Johnson's Dictionary of the English language that led to the standardization of the English Language.

Dr. Johnson's "The Dictionary of the English Language" (1755) was one of the authoritative dictionaries in English, considered the first comprehensive and most influential dictionary in the English language. Johnson was considered the seminal authority on language. For more than one and a half centuries   Dr. Johnson's served as the Bible of the English Language until the publication of the Oxford English Dictionary in twelve volumes in 1928. Oxford English Dictionary remains the most comprehensive and trusted English language dictionary to this day, regularly being updated by a dedicated team. "The Dictionary" as it is revered is a sacred book, an authority on the language. It comes with the tag authoritative and reliable. The appearance of the dictionary was also grandiose some even needing a dictionary stand. Down the centuries language was continuously changing. Accompanying the linguistic changes were the socio political changes and technological advancements each affecting the language significantly. With the advent of computers print dictionaries were available in electronic form and were very identical with the print form. Along with the hard copy of the book, CD ROMs were also provided. The CDROMs provided the searchability option. It was easy for the user to type in the word and refer the word of his or her choice. The print form was soon enriched by the multimedia offering the audio content to the dictionaries.

The internet was the defining moment even in dictionary making. Winds of change soon blew through lexicography ushering in radical changes in dictionary writing. Video content was also introduced into the dictionary. Hitherto mere textual definitions became enriched with the audio –video content. There was no constraint for the dictionaries on the net for online dictionaries. The constraint of space that is found in print dictionary was no longer a hindrance. The dictionary could be enriched in terms of content. Searching the meaning became faster and easier, while on the other it enriched the user's experience. Internet provided easy accessibility and could reach out to any number of users. The internet powered by multimedia made it convenient for user collaboration and innovation. This in turn was fuelled by the rise in literacy and the easy accessibility of the internet bringing the once very bulky dictionary into the palm of

the users. The dictionary evolved rapidly, from the print form through the electronic form to the mobiles and the internet. Lexicography took a totally different turn as the norms began changing. Online dictionaries became an all encompassing and engaging experience. Dictionaries are both free and paid. While the Oxford English Dictionary (OED) needs subscription, there are also dictionaries like Dictionary.com, Merriam Webster Dictionary, Collins English Dictionary and Collins Dictionaries, Oxford Dictionaries , Macmillan Dictionary, Cambridge Free English dictionary that offer free access to the readers. Simultaneously the dictionaries go beyond the traditional dictionaries which have referral function and evaluative function. Searching the word could not have been be easier with the online dictionary. Entering the word followed by a click brings the entire information about the word. For example: the word vape yielded 16,10,000 results in 0.34 seconds.(Oxford English Dictionary crowned vape the word of the year for 2014). This would enormously benefit the reader as a wealth of information can be accessed.

Generally dictionaries offer meanings of words, spelling, pronunciation, etymology, grammatical references, synonyms and antonyms and usage. Online dictionaries now expand their purview offering additional features. Collins English Dictionary provides a dictionary, thesaurus, translator, and interesting information about words and word games for word buffs and also blogs. Word for the day is a common option provided by many online dictionaries. Merriam Webster of the Encyclopedia Britannica Company, in addition to the corpus of words for meanings, also reaches out to the language enthusiasts with quizzes, word of the day (for which the reader has to subscribe). Macmillan Dictionary offers meanings, and offers options to learn English, live English and love English. Adding to these usual search features , the Reverse Dictionary.com, the Onelook reverse Dictionary provide the option of finding the word for the meaning. All these new features have enriched the content and made it all the more interesting. Rather than being a source of reference alone used to look up meanings or usage, the book (?) started assuming new dimensions. It became more interesting, more readable , where users can read it like a book .

The interactive features of the internet facilitated user interaction. Any person could add a word and present his own entry in the dictionary. Some dictionaries can be written by the users for the users. The definition assumes a democratic significance as it becomes by the users for the users. Wiktionary and Urban dictionary.com offer this opportunity to the users to add their entry. For them any one who contributes becomes a lexicographer. Macmillan offers the option of open dictionary where the readers send the new entries. It can be seen that the entire concept of Dictionary writing and compiling is changing. Modern lexicography is introducing revolutionary changes. Earlier compiling a dictionary was the prerogative of a select few. But with online dictionaries who should write a dictionary or compile a dictionary also started changing. Bypassing the lexicographer anyone could be one. How is the dictionary to be used, how is it to be presented, and who should compile and write the dictionary are all potential areas to be addressed.

As the constraint of space got limited, and with the internet providing tools of accessibility and interaction, the content of the online dictionaries enlarged from merely giving the meanings, and usage and etymologies, in addition to spelling and pronunciation. Dictionaries through audio and video facilities help in greater understanding. In addition, translation, quizzes and word games make it interesting. Of late, the dictionary has also acquired a new dimension of

humour. Bordering on wit and pun the "Dictionary of English: The Udder Side" adds makes dictionary reading an enjoyable experience.In addition to content how the meaning or definition is to be conveyed is also undergoing change. Traditional dictionaries present only words that are acceptable in the language. Words considered bad are avoided. But Erin McKean, a lexicographer, questions this very function of a lexicographer. She believes that the lexicographer is not a traffic cop policing the language and keeping the bad elements out. Her argument is that lexicographers need to have a scientific attitude. They should record all the words in the language and leave out the aesthetic judgments to the writers and the speakers.

Erin McKean finds that the print dictionaries are only a limited part of the language. Similarly the electronic versions reflect the print mode only that they are faster. But she finds that these traditional dictionaries do not have all the words in the language, and the dictionary is synechdochical, a part representing the whole. She criticizes the people for limiting the function of a lexicographer, considering them to be like cops separating the bad from the good. What should a lexicographer do? He or she should be like a fisher man casting his net into the big, deep ocean of language. She advises the lexicographers to be scientific and record all the words in the language. A lexicographer should be like a scientist, objective and rational. Just as a biologist studies all the animals irrespective of whether they are beautiful or ugly, a lexicographer must not be concerned with good or bad words. A lexicographer's job is to record all the words in the language. For her words are tools to express ideas and there are no bad tools or good tools. She questions …"if we think words are the tools that we use to build the expressions of our thoughts, how can you say that screwdrivers are better than hammers? How can you say that a sledgehammer is better than a ball peen hammer? They're just the right tool for the job." She invites contributions from the people encourages users to add more new words. She created Wordnik to house words that are not found in traditional dictionaries.

In traditional dictionaries, the data was collected, and upon careful analysis the lexicographer provided a few statements explaining the meaning. Sometimes the definitions are a dense abstract and not clear. Erin McKean, a lexicographer and founder of Wordnik.com attributes these definitions to lack of space. As the internet does not have space constraint, in her online dictionary 'Wordnik' Erin McKean, provides a new way to discover meaning. The definitions are provided from various sources, attempting to provide a comprehensive meaning of the word. She provides real examples from as many sources as possible culling information from major news media like the Wall Street Journal and USA today, from the books provided by Project Gutenberg, from the internet archive, blogs and many other internet sources. In MC Kean's own words, she strives to provide a 360 degree view of the word. She believes in the idea that dictionaries do not exist to give definitions but to help the readers grasp the meaning of a word.

In her dictionary, citations or examples are given along with the new words. The citations constitute the language data which illustrate " not only to understand what a word means, but how it's being used, who's using it, and how long it's been around. If the word hasn't made its way into the traditional dictionary yet, the citations stand in place of a definition". (Tenore)It is important to realize that language is constantly changing and new words are born and old words die out. Erin McKean calls upon people to contribute new words. Lexicographers and readers alike should realize that words gain importance not because of being included in a dictionary.

They assumed significance because of how people use them, and then they are added to the dictionary.

Erin McKean encourages people to come up with new words. For them words become real when they are used. Several online dictionaries offer this option for users to participate. McKean started an online dictionary Wordnik which precisely does the same. "If a word is persuasive enough, and if your usage is provocative enough and feels real enough, you can make a word mean what you want it to mean ….At Wordnik, we're trying to redefine what meaning means" She adds.Merriam Webster Dictionary also offers the option of New words. Here the neologisms and slang words come to roost, they are quarantined and after they gain respectability they enter the language. Here are a few user submitted words displayed on Macmillan online.

gription : the purchase gained by friction...
bougie : bourgeois - ostentatiously upper-middle-class...
ginormous : extraordinarily large...
woot : an exclamation of joy or excitement...
schwack : a large amount...

Traditionally a lexicographer collected, compiled and wrote a dictionary. But many online dictionaries announce that the users can add the content, update the data. In this way they would be performing the function of a lexicographer. From a select few elite, the power passes into the hands of the contributors. The Wiktionary and Urban dictionary provide this facility. Moreover the users are also given the option to compile a dictionary of their own.

Television producer Edward Baker and Michael Mirch, the internet entrepreneur have come up with their brain child of a Visual Dicitonary, Wordia.com. They work in collaboration with Harper Collins and use their headwords, and definitions. Their goal is to make the dictionary visual by compiling videos and in which interested people would contribute the words of their choice , along with it giving their own definition of the word and post it on youtube. Edward Baker is convinced that it's an idea whose time has come. "Wordia.com taps into the zeitgeist and a gap in the online dictionary market," he says. "Coupling personal video definitions with textual definitions is an innovative approach to learning language as, when a word is personally defined and put into video context, it acts as an aide-mémoire, a mnemonic – something instantly more memorable and useful than a textual dictionary definition alone."

The dictionary encouraged the users to add new words. The dictionary also encouraged new definitions as used by the people. Neologisms and slang were also encouraged. The founder of Urban Dictionary Aaron Peckham said: "Free speech and the Internet go hand in hand, because online, anyone with a computer can be heard. The Internet equalizes people like that—no matter how much money you have, or how old you are, you can connect with a huge number of people ... Urban Dictionary evolved to what it is today because people used it for their own purpose -- self-expression."(Wikipedia Urban Dictionary)Just like Wordia.com, the Urban

Dictionary also allowed the users to define the new words. Its founder proudly proclaims "it is written by the people who use the language. Realizing this departure form traditional lexicography he announce "It's rebellious, uncensored, independent and smart". (Lioyd). Real speakers of the language write the dictionary. New expressions are edited by voluntary editors. Visitors are allowed to submit definitions to the Urban Dictionary but before they are included in the dictionary they have to be approved by voluntary editors, who are members from the public. A point to be noted is that the editors are neither bound by any criteria nor are given any guidelines. Then the posted definition can be voted up or down by the site visitors. These are significant steps in democratizing the dictionary. While in traditional dictionaries volunteers did a lot of work, suggested new words, classified the data, spotted inconsistencies, this was done in collaboration with the editor or the professional team. But in collaborative online dictionaries anyone who adds a new word or sense is a lexicographer in a sense, at least at one level.

Urban dictionary and Wiktionary give the readers the option to edit using the web browser and to add words, meanings or usage to the dictionary. Here the lexicographer is sidelined. Earlier too, in lexicography, the help of volunteers was sought in compiling a dictionary, but for the OED, for example, the editors were there, between the act of publishing and contributing, there was a moderator. Even Wordnik does not allow readers to provide the definition directly. In these open dictionaries the contributions are directly available on the web. This also leads to rude and crude expressions. And all kinds of words and definitions appear. But there are people who find many words to be rude and do not find the intellectual element. Since it is open to discretion meanings are far from being objective. They are even subjective and biased. Not all entries sent by the users are good. Perhaps this was what Erin McKean had in mind that the lexicographer should not be a police cop but a fisherman. Solving this problem, we have Merriam Webster's option of new words where new words are placed before they enter a dictionary.These lead to a handful of questions. Do, or should, dictionaries control language? How do they treat language change, both now and in the past? Which words do dictionaries leave out - and on what grounds? Erin McKean has suggested to collect all the words in the language. and then have them edit for public use, much better having an option like Open dictionary where the words are left and then make it as neutral or objective as possible.

Moreover in the online dictionaries the format also changes. Wordnik provides citatins for the menaings of new words. The meanings and usage are not arranged according to a structure but as and when the posts appear. In Urban Dictionary the most popular meaning is listed first. Multiple definitions for one word are sorted by popularity. For example, the word "emo," which applies to punk music and teen angst. has been defined more than 1,000 times. The definition with the most "thumbs up" is the one that shows first Even if people don't agree on what a word means, Urban Dictionary can teach people what they all think.Macmillan, Wordnik and other online dictionaries also offer offers blogs for discussions on issues of language. Contributing to blogs makes the users active participants in the process of language development.

Modern lexicography therefore demonstrates that there is a change in the content of the dictionaries, the methods that are adopted and the identity and functions of a lexicographer. Some people would like to embrace authority. There are the modernists like Ms Kean and Peckham who want things to change. Peakham himself says that his dictionary is not on

authority. Yet it does contribute to the language. As is evident there are conflicting opinions in any new method or technique adopted. It would make sense if one could adopt a mid path without resorting to extremities. The intention is important, the dictionary should help the reader understand the meaning of a word and use it appropriately in the right context. To quote Samuel Johnson "I am not yet so lost in lexicography, as to forget that words are the daughters of earth, and that things are the sons of heaven. Language is only the instrument of science, and words are but the signs of ideas..."All said and done change is the only thing that is constant. The dictionary also has changed in form, content and method. It has evolved into a rich format which provides data about a word. At the same time they also reveal how we engage with the world and articulate our experience, thoughts and feelings about it. McKaen stats that they believe people that people really love words. Exploring words, finding their meaning and connecting meaning should be entertaining according to her. "We should make exploring words and finding meaning and connecting meaning as fun an experience as possible. Some sites make you feel like you should be punished for looking up a word. We like you to feel rewarded." (Tenore) "Let's love words, learn them, use them and make them real."

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50. Peer Mentoring: An Innovative Approach in English Class Room

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Introduction

The Peer Mentoring Program is a program designed to assist in the social, personal, and academic acclimation to the college and to the classmates. Mentoring can be defined as a helpful relationship between one student and the other. The Peer Mentoring Program provides academic and personal support for participating students during the challenging first year of college. Thus, the purpose of having a mentoring relationship in college is to assist students with the challenges associated with the first year college experience. Moreover, Peer Mentors take on the responsibility of assisting students' growth and development by providing academic and personal support. Mentors are also expected to be a role model and assist with setting goals for their mentee, both academically and personally.

Objectives

The objective of the present paper is to create a homely atmosphere in the English classroom, real life situation in the English class room, so that the students learn better as they feel confident and comfortable. Thus, they will be able to hone communication skills particularly speaking skills.As a humanistic approach, CLL provides the students with opportunities to express themselves spontaneously.

- To enable the mentees identify their goals
- To help build communication skills better.
- To establish interpersonal relationship between the mentor and the mentee to facilitate learning.
- To involve the mentee's whole personality.
- To turn the negative energy of the fears into positive energy and enthusiasm for learning.
- To instill trust and team spirit.

Why and How?

Knowledge of English language and its usage, undoubtedly, enhances the employability of every graduate in general and Engineering graduate in particular. It is an open secret that only about 20% of the Engineering graduates today are employable. What could be the reasons for the failure of the majority of the students in getting a job of their qualification and wish? My discussions with a few recruiters revealed certain facts indispensable in getting a job. Most important of them is 'communication skills'. Another equally important aspect is 'acceptable behaviour'. In other words, it is the attitude and aptitude that matter most and of the two the latter precedes the former.It is this scenario that has been compelling me to seriously think of doing something practical for the students as a teacher of English. Thus, innovation in English classroom is the need of the hour. It may include anything that promotes speaking in English. Some of them could be JAM, GDs, Mock Press, Mock parliament, Pyramid discussion, Black & white, Role Play and so on. Innovation in executing them properly can be a child's play if 'Peer Mentoring' is used in the process. Peer Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know how, and effort in enhancing another

person's growth, knowledge, and skills and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement. Therefore, peer mentoring if done well, definitely helps build holistic personality which sells one like hot cakes. Peer Mentoring instills in students the qualities that cater to the career-related needs and psychosocial needs: Positive attitude, establishing personal values, open-mindedness, creative problem solving, effective communication, independent thinking, recognizing individual strengths and uniqueness and building on them, developing self confidence and growth, being aware of environment, being intuitive, and problem sensitive, risk-taking, flexibility, and commitment. Thus, innovation in English class room caters to the current and the career needs of the students: individual, social, academic and professional.As a professional development tool, mentoring is an effective means of moving people on and supporting them in their career aspirations.

Mentoring, however, is not a magic wand; it's not a simple steps-to-success programme. Therefore, the process needs very meticulous management to ensure every mentee and mentor gets the most out of the opportunity. Mentee has to take the responsibility for his/her own career. The mentor can only point the way. It's the mentee who has to make the final decisions, and hence, the final actions are mentee's responsibility. Although the mentor helps the mentee to define goals, ultimately only the mentee must define success for self.Mentee must be able to capture the essence of mentor's help. After each meeting, the mentee should be able to ask self:

- "What did I learn today?"
- "How can I apply what I learned?

Then, it would be better for the mentee to summarize for the mentor what s/he has learned, to listen carefully to feedback, and finally to ask questions to clarify.Mentee must not only internalize mentor's input, sort out the learning and find where patterns appear but also review these in mind shortly after they occur—-substantial loss occurs in a few hours. Further, mentee should also be able to record the outcome of each mentoring session in order to reinforce learning. It would be further helpful to discuss the learning with others.

Benefits of Peer Mentoring

Peer mentoring not only provides valuable support for students at critical points in their student life but also offers a host of other benefits for both mentor and mentee. Thus, Peer mentoring is a mutual way of learning and allowing both participants to develop transferable skills that will help them during their study and job, too.

Mentor Roles & Responsibilities

Phase 1: Identifying Roles

a) Have a clear understanding of why you want to be a mentor
b) Mentor with a realistic assessment of your skills and experience

Phase 2: Communicating Expectations

a) Have a clear understanding of your expectations for your mentee
b) Clearly communicate those expectations
c) Stay flexible in changing expectations or plans
d) Create goals with milestones and deliverables

e) Adapt your feedback to your mentee's learning style
f) Be realistic about setting timelines

Phase 3: Working Together
a) Advise, don't dictate
b) Advise on what you know and admit the things you don't know
c) Give good examples
d) Recognize your mentee's weaknesses and build on his/her strengths
e) Offer constructive feedback
f) Evaluate progress
g) Be your mentee's supporter when he/she reaches his/her goals
h) Be consistent and reliable

Phase 4: Meeting All the Goals
a) After mentoring is completed, follow up on successes
b) Provide an evaluation of the experience
c) Repeat the mentoring process with others

Mentee Roles & Responsibilities
Phase 1: Identifying Roles
a) Have a clear understanding of why you want to be mentored
b) Select a Mentor based on criteria relevant to your goals

Phase 2: Communicating Expectations
a) Have a clear understanding of your expectations for your mentor
b) Clearly communicate those expectations
c) Stay flexible in changing expectations or plans
d) Create goals with milestones and deliverables
e) Inform your mentor about your preferred learning style
f) Be realistic about setting timelines

Phase 3: Working Together
a) Listen and contribute to the conversation
b) Understand that your mentor will not have all the answers
c) Accept constructive feedback
d) Set time aside for self-reflection
e) Evaluate progress
f) Celebrate success
g) Be consistent and reliable

Phase 4: Meeting All of the Goals
a) Provide your mentor with updates after the mentoring is completed
b) Provide an evaluation of the experience
c) Say thank you
d) Give back to the profession and volunteer to become an AMTA mentor

Mentor/Mentee Relationship Success Secrets

Mentor/mentee relationship can surely be successful when it is fulfilling and beneficial for all involved. The following aspects would ensure a more effective and productive relationship:

1. Communication. Mentee must let mentor know what his/her goals are and what s/he hopes to gain. Similarly, Mentor must help the mentee set realistic expectations.

2. Support. Mentee must realize that the mentor is only a guide. As such, the mentor must help the mentee create a solid plan of action.

3. Expectations. Mentee has to be sure her/his expectations from the mentor. Likewise, it is better for the mentor to have a system to measure achievement.

4. Correspondence.Mentee must be polite and courteous during his contact with the mentor while expressing questions. In the same way, the mentor must respond to mentee's queries, answer questions and provide advice, resources and guidance as deemed to be appropriate.

5. Honesty.Mentee must not hesitate to let the mentor learn that s/he is unable to understand something or has a difference of opinion. Mentor must also be equally truthful and tactful in evaluations.

6. Participation. Mentee can express his/her interest to observe mentor's own practice which can be an active participation. Similarly, mentor must be able to engage the mentor in his/her own learning.

7. Innovation and creativity. Mentee can offer his/her ideas on what activities and exercises can be done together. Likewise, the mentor must feel free to share ideas, give advice and be a resource for new ideas.

8. Personal Knowledge. Both the mentee and the mentor must always be conscious that they both come from diverse backgrounds and experiences. Therefore, they must get to know each other on an individual basis.

9. Reliability and consistency. The more both the mentee and the mentor consistent they are, the more they will trust each other.

10. Optimism
It's a vital aspect in mentor – mentee relationship. Mentee must always think and feel that the mentor is offering only feedback and is not at all criticizing. At the same time, Mentor should duly recognize the work the mentee has done and the progress made.

Twelve Strategies for Effective Mentoring:
- Positive attitude : be enthusiastic and accepting of others' values
- Examine beliefs and ideals in an effort to establish personal values
- Open-mindedness : keep an open mind to ideas
- Creative problem solving: use a creative problem solving process.
- Effective communication: be an attentive listener and an assertive questioner.

- Discovery: be an independent thinker.
- Strengths and uniqueness: recognize individual strengths and uniqueness and build on them.
- Confidence: develop self confidence and growth.
- Awareness: be aware of environment, be intuitive, and problem sensitive.
- Risk-taking: be a risk taker and an active participant, not just a spectator.
- Flexibility: be flexible and adaptable with regards to attitudes and actions. Be able to see situations and people from different perspectives.
- Commitment: keep your commitment to your mentee and take the initiative to reach out to her/him.

Conclusion

Peer mentoring, undoubtedly, caters to the needs of the students during the course of study as well as in getting a better job as they are sure to improve their communication skills, soft skills and life skills which are vital in the recruitment process today and that of work place success. Therefore, peer mentoring is undoubtedly an innovation in English class room.

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51. Language Teaching in India -The Present Day Challenges

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A language is a methodical means of communication by the use of sounds or conservative symbols. It is the code we all use to articulate ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a method for communicating ideas and feelings using sounds, gestures, signs or marks. Any way of communicating ideas, particularly, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to generate sense used by a particular group of people. Language, so far as we know, is incredible specific to humans, that is to say it is the basic competence that distinguishes humans from all other living beings.

Language therefore remains potentially a communicative medium competent of expressing ideas and concepts as well as moods, feelings and attitudes. English has its exceptional importance in our country. It has played a crucial role in building modern India. At present, it is one of the major languages used for communication in the world. In our country we have people living in dissimilar states speaking different languages. But here English plays a crucial role of a association. It helps different natives of different provincial dialects to communicate with each other. English is a language which links us with the outside world. The prospects of employment for a person having knowledge of English are bright in every country. In India, people going from North to South for education or business generally converse in English language, and it is one of the reasons that it has become a link language. Keeping this in mind, the Parliament has also recognized English as an official language in accumulation to Hindi. All the facts of history and developments in present day India emphasize the continued importance of learning English in addition to vernaculars. We must make the best use of English to develop ourselves culturally and socially so that we can compete with the best in the world of mind and matter. English language is our shortcut window to the world. If your English is poor, you will find yourself languishing at the bottom of the management ladder, even though you may have a luminous brain and can come up with brilliant business ideas. Your efficiency will drop over a period of time since you will find difficulty in expressing your brilliant ideas. People who can speak good English will probably seize your ideas and get the recognition for all the hard work you did to get the idea working.

The historical circumstances of India have given the Indians an easy access to mastering English language and numerous opportunities for development in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and comparative literatures during the last few years. A language attracts people because of the wealth of literature and knowledge enshrined in it. English poses no risk to Indian languages. The Indian languages are vibrant and are developing by the contributions of great minds using them as their vehicle of expression. English is accessible to us as a historical legacy in addition to our own language. We must make the best use of English to develop ourselves culturally and substantially so that we can contend with the

best in the world of mind and matter. English language is our window to the world. English language is one tool to establish our viewpoint. We can learn from others experience. We can check the theories of foreigners against our experience. We can reject the unsustainable and admit the plausible. We can also propagate our theories among the international audience and readers. We can make use of English to encourage our world.

Usually, Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present-day English is an enormously varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and amid 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international compromise. For this reason, scholars frequently refer to its latest phase as World English. Different people speak different languages. A person of Tamil Nadu does not speak Hindi. So he can't understand Hindi of a person from North India. However he can understand in English. So English is a link language. Different people can communicate with one a different with the help of English. Secondly, all advanced knowledge in science, technology and medicine is available in English. The results of the latest researches come to India through the medium of English. If we give up English, we will cover behind in the higher fields of study. Today the world has become one family. It is all due to English. English is an international language. English is the language of the Constitution, the Supreme Court, the High Courts and official departments. English is now firmly rooted in the soil of India. It has become a part of Indian life. Thus English has great importance for the integrity of India. It has to be second language in our country for the better development of the country.

The English language has shaped modern India's development in many ways. First, it helped establish a link with the West in the post colonial era whereby ideas and information could be exchanged without difficulty, above all in the dominion of higher education. Subsequently this enabled members of successive generations to immigrate to developed English speaking nations as professionals thereby helping India establish a people to people link with the West which have come in very handy after the economic liberalization. Despite the inward and myopic outlook of less than stellar post- independence governments for decades on end and the political barriers of the cold war, India's fortunes changed radically in a very short period of time after it liberalized. This would not have been possible without the English language skills and the people to people link I mentioned. The fact of the matter is that possessing English skills as a young Indian today opens up a greater number of opportunities. Being proficient in one language doesn't unavoidably mean that the other is any less important. The fact is that multi lingual's is very much possible as we see in Europe. In India however this problem exists because of a complicated inferiority complex and the fact that the Indian society itself is extremely hierarchical in nature, where people constantly want to promote their social standing on the basis of caste, skin color, language, Western lifestyle or whatever else comes handy. This however has nothing to do with the English language itself. The second thing to remember is that English is the common language for science and technology which makes it inherently progressive thereby attracting the youth from less progressive cultures, but here again; parental guidance comes into play which can help fetch about a steadiness.

Despite all the aping, I don't think the Indian society has a good understanding of Western culture, nor has it actually absorbed Western attributes in significant measure. The imitation is limited to superficial and superfluous things fueled primarily by silly stereotyping; the two cultures however even now remain poles apart. It just so happens however that the West has become synonymous with modernity/ progress/ advancement and most of all- a higher standard of living. This is what most Indians seek to emulate. Again, I don't think that English per se is responsible for this; rather it is the stagnation of the Indian society and the abysmal standard of living which has people running away. But as we see in the case of Japan and South Korea, this can be addressed. From a purely linguistics aspect, I have always felt that the most important factor is language proficiency; what language you speak is almost irrelevant. Mastery of a language is highly correlative with reading and writing, and this in turn has a huge impact upon the intellectual development of a person, which at the end of the day is a ticket to efficiency.

Even in India, there is a fair share of intellectuals or even professionals graduating from high end universities like IIT, IIM, medical schools etc. who did their primary education in a regional language without suffering any setbacks. However in my experience, most of these individuals are highly proficient with their regional language. I have observed the same thing on a global scale in the USA. There are oodles of intellectuals, scientists' successful professionals etc. who come here from all over the world for whom English isn't the first or the strongest language; but despite that, their intellect or productivity is never really in question. The reason I'm not too fond of casual English or the filmy lingo is because it seems to have become the primary language of communication, and this I fear may hinder the intellectual maturation process of many young Indians. The advantages of knowing the English language far outweigh the disadvantages. There is no reason why Indian children cannot grow up to be multi lingual, provided they're confident about their identity. English is important as a national language, because there is no other language common to all the Indians. Hindi may be second most spoken language, but it doesn't apply to all Indians, especially the South of India. Though this doesn't mean that regional languages should be ignored. They should be given the same status as English and they should be widely used on the state/regional level. Though when it comes to national level, English is and should be an all inclusive language for the country.

I truly believe that India owes a lot to English for development. Development of the nation is proportional to the development of the thoughts of the community along with individuals. These thoughts need to flow across minds of the other individuals benefitting the community as a whole. I am really proud of the cultural diversity of India. In the language front, English is what unites us in midst of the diversity. In the process of dividing us, the British transferred this one great thing to us which unites us all. Also, in this process uniting us with the rest of the world. Of course English is undermining the importance of local languages. It is true that if English would not have been so important then the local languages would have flourished to a much greater extent. But, it would surely be at the cost of development. I would like to term it as a 'necessary evil'!! I am really critical about blaming English about the 'Western lifestyle'. I do not think so that people in India, at least now, study English so that they can imitate the West. English has become a part of Indian lifestyle. It would not be worthy to mark it as another 'bane' of 'West'. The influence of Western lifestyle has a lot to do with the 'racist' mindset which we have inherited somehow. Well that can be another thread of discussion.

Honestly speaking, as a product of a cosmopolitan society, and, thanks to the transferrable job of my parents, I was little influenced by my 'original' regional culture, leave alone knowing the language. Yet, my regional language was never unimportant to me. Thankfully I got the opportunity to get back to my region and assimilate about it as much possible. Moral of the story is that our regional language is not just another language. It's our identity. So, I however importance English gains, I am sure, we will not be stripped of our identity. Language is often one of the greatest barriers to cross, more than any landmass or Ocean. The fact that English was thought to as many people as possible, has really helped our nation in becoming a far more global culture. But it has also helped us preserve our own culture, by making English a common place in India as it is abroad; people don't feel as detached from India. English is no more an Indian language, let alone a national language, than Persia was. There was a time when the Persian was the language of India's aristocratic elite, the language in which the ideas were communicated, commerce transacted and the language which inspired and anchored the cultural expressions of the multitudes of the subcontinents erudite class. Yet Persian has receded as medium political-cultural-linguistic expressions, except for a small circle of academics. English will eventually suffer the same fate. The anatomy of a language, on its close scrutiny reveals that it is integral to the culture of which and for which it acted as medium , so long as the alien language does not ingratiate itself to the culture of the population group, its future as a medium of mass will be limited by its own inherent-limitations.

English in India, is well and truly the language of the section of the people who bread and butter revolves around the economic opportunities, access to which is provided by the erudition in the language, that exist as result of India 's economic interaction with the western world. It is not surprising this segment of the population is most conspicuous in the metropolitan cities with a long history of close ties with British Raj. As India's economic dynamics undergo change, as the country become a major center of global economic interaction, our preference to communication medium which avails the new economic opportunities, will also undergo exemplar shift. Any of the many vernacular languages of India might suppliant as the medium of popular communication, or we could adopt an Indian language like Sanskrit, with a long history of close relation with India's linguistic evolution, as the language for official communication.When people make a great fuss over the merits and demerits of a language they overlook an important point that a language is not merely a means of communicating thoughts but also a way of getting civilized. Since, the date of India's independence, there has been running many claims and counter-claims regarding the use and importance of English in India. Some speak in favor while some others oppose the idea of retaining English as a subject, in our school or college curriculum.

The British rules introduced English in Indian schools with a hope that the troubles in administration due to linguistic barrier would disappear. So some Indian nationalists claim that English should be removed from this country when the British rule in India has come to the end. For them, English language carries a disgraceful memory of India's subjugation. In their opinion, Hindi should replace English for all purposes. But the rival section of people judge English from academic point of view. They argue that English is a window language. It is the most widely spoken language in the world. Through this language, India can establish her contacts with the developed nations of the world. Although Hindi has been pronounced as the national language in

India, some non-Hindi speaking states have not yet accepted it in practice. Thus it is practically impossible to achieve inter-provincial communication through Hindi. The world is developing in the field of science and technology. Scientific inventions in Germany, France and Russia cannot reach India through any language other than English India must keep up with the progress of the world in field of science. Therefore, English is inevitable for our country. Some people argue that importance scientific inventions by the German or the Russian or the French Scientists may be translated into any Indian language and thus the necessity of learning English can be avoided. But it is a tough task. It involves multiple translations for example from German or Russian to English and then from English to an Indian language. Scientific inventions get out-dated very quickly. A scientific invention in Germany or Russia will have become out-dated and old by the time the same invention reaches the Indian scientists through translation.

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language i.e., English. It is this language which is understood almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction.In today's world, we have to get knowledge of advanced technologies and all kinds of branches of Science. There is an urgent need of such a common language which can be understood by youth all over India and the language in which all data and information is available. It is English only which can be rightly selected as the language to be studied by all of us from the very primary level. This language is a store house of social and political knowledge. Hence, study of English language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and engineers cannot progress.

India is a peace-loving country and wants to spread the same message to all countries of the world. The other countries also take interest to understand and know this policy of India. We have to explain and convince friendly nations our point of view. All this is possible only through a common medium of exchange of ideas and views. English is such a language having an international status and can provide the best medium to interact with outside world. In all international seminars or summits, all speeches or course material is in English. If India is to utilize these opportunities, and expand its universal view point, then English is the only language which should be learnt by all of us.Further, a nation can remain intact only when its leaders can understand the people living in different regions and can communicate with them in effective and cordial manner. All leaders cannot understand more than ten to fifteen languages of various regions, however, they can easily understand the common language English. This language is important to inspire unity not only at the national level but at the international level. To curb the separatist tendencies of our varied communities, we must continue to teach English. Without learning and communicating in this language, we will perish one day. To survive in modern society, English knowledge is as essential as water.

1.1. Language Teaching in India -The Present Day Challenges

If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. This paper deals with the importance of teaching English to fulfill the ever growing demands of English. The methods and approaches adopted or followed by teachers in the past to teach English language, the lacunae in their language teaching which is the second language for both teacher and students is discussed. Challenges before teachers in present day ELT are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfill their practical demands through effective communication skills apart from gaining command over English language is highlighted. This paper also deals with various language games which are introduced in teaching to create interest of students in learning English language apart from conventional learning.

Soft Skills are part of Communication Skills. Soft skills comprises of the skills which an individual uses to inform, to persuade, to explain, to present, to understand, elicit information. One may hate soft skills as he / she does not possess the essential skills of persuading, explaining, understanding a spoken word. But today one cannot ignore the roll of soft skills in any learning process, more so in learning and teaching a language. As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades.   In the past, students were introduced to English only in their sixth standard. Students learned English just as another subject like Physics and Mathematics and got very little opportunity to using it within the school as well as outside the school. The above context was appropriate for the use of methods that did not focus much on communicative competence. Language teachers adopted and followed some or all of the different methodologies listed below to teach the language.

1.2. A Challenge in Teaching English Today: The concluding remarks:
        Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. English has a base in several countries and is considered as the most suitable and convenient tool for International Communication. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations.In the earlier days English was just like a Library language, but now that notion has changed totally. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day. The English language is considered to be the world language of today. It has an extensive amount of words not found in other languages and its rich vocabulary may sufficiently accommodate all the situations of a social and technical nature.

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52. Teaching of English in India by using bilingualism

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Bilingualism can be discussed as a characteristic of an individual. It is a phenomenon in a society. Psychologists and psycholinguists use origin/birth as the criterion to describe bilingualism. According to them a speaker is bilingual when he has learnt two languages in the family from native speakers or when he uses two languages in parallel as a means of communication from the beginning. Linguists base their definition of bilingualism on linguistic competence. They describe a speaker as bilingual only when he has complete or equal mastery of two languages. They should have native-like control over the two languages and should be able to produce complete meaningful utterances in the other language. Sociologists define bilingualism in terms of function. A speaker is bilingual who uses two languages according to his/her wish or the demands made by the society. Lastly we have the social psychologists who define bilingualism in terms of their attitude. In this case a speaker is a bilingual who defines herself as a bilingual with two languages or two cultures and who is identified by others as bilingual or as a native speaker of two languages.What is Bilingualism?A speaker is bilingual who:

- Has learnt two languages in the family from native speakers from beginning
- Has used two languages in parallel as means of communication from the beginning
- Complete mastery of two languages
- Native-like control of two languages
- Equal mastery of two languages
- Can produce complete , meaningful utterances in the other language
- Has at least some knowledge and control of the grammatical structure of the other language
- Has come into contact with another language
- Uses (or can use) two languages (in most situations) (in accordance with her own wishes and the demands of community)
- Identifies herself as bilingual with two languages and/or two cultures (or parts of them)
- Is identified by others as bilingual/as a native speaker of two languages
- There is a range of definitions available. The choice of the definition is thus wholly dependent upon what it is to be used for. There we will discuss those definitions which reflect basic positions taken in this spectrum.

The classic definition of bilingualism is by Leornard Bloomfield:"native-like control of two or more languages". (Bloomfield, 1933:56) Maximillian Braun's definition is equally rigorous:"active, completely equal mastery of two or more languages". (Braun, 1973 as cited in Skuttnab Kangas, 1981:82). Oestreicher says that there should be:"complete mastery of two different languages without interference between two linguistic processes." (Oestriecher, 1974) Einar Haugen, who is often called the "grand old man in the research into bilingualism says that "bilingualism begins at the point where the spaker of one language can produce complete, meaningful utterances in the other language." (Haugen, 1953) Haugen further defines an ideal

bilingual as follows: "The ideal bilingual is of course, two native speakers rolled into one". (Haugen, 1972)

Bloomfield, Braun, Oestreicher and Haugen provide us with an early definition of bilingualism. The assumption here seems to be that if a speaker possesses two language (Language 1 and Language 2) in equal measure, he is an ideal bilingual. Some scholars require no more than "at least some knowledge and control of the grammatical structure of the second language" (Hall, 1952 as cited in Skuttnab Kangas, 1981:82). John Macnamara (1969) defined bilingualism by specifying four areas of linguistic skills (viz. understanding, speaking, reading, writing) each of which was further divided into four levels (viz. phonological/graphemic, lexical, syntactic and semantic) and suggesting that a person can be called a bilingual if he is in possession of at least one of these language skills 'even to a minimal degree'. These definitions leave out several related factors like the frequency of alternation, the level of proficiency of the speakers in the two languages, the lexico-syntactic-semantic distance between the two languages and host of others. Moreover these definitions by competence is either too narrow or too broad; sometimes hardly anybody falls within the criteria or practically everybody becomes a bilingual.Soon as he is able to understand and make himself understood within his limited linguistic and social environment (that is, as is consistent with his age and the situation in which he is expressing himself) (Rivers, 1969:35-36). Thus the functional approach tried to escape the competence performance distinction issue by emphasizing the knowledge of the rules of the language.

The emphasis on communicative competence was based on the realization that language is a social phenomenon. It is not possible to talk about linguistic competence in the abstract or vacuum. Thus, while describing bilingualism, one must involve the performance of a language user in a real sociolinguistic context. There was a change in emphasis from language as a formal code to a functional code. This change is reflected in the following words of Mackey (1970:554) "Bilingualism is not a phenomenon of language; it is a characteristic of its use. It is not a feature of the code but of the message. It does not belong to the domain of langue but of parole."According to the definition of bilingualism by attitude, the focus is on the speaker's own view of what is her native context and other people's assessment of the speaker. As Bertil Malmberg (idem 135) put it, "The speaker must not stand out from his environment when using the other language i.e. he must be accepted as the native speaker."Malmberg further modifies his position saying that the speaker must also be able to: "act in both language groups without any disturbing deviance being noticed. (as cited in Skutnabb Kangas 1981:88).

Indian Bilingualism and the Teaching of English
India like the other countries in South Asia, has a multiethnic and multilingual background. It is known to be a land of myriad tongue, a unique mosaic of linguistic heterogeneity with over 1,652 mother tonguespread throughout the country. Analyzing the phenomenon of bilingualism in India R.N.Ghosh (1979) says, "The basic structure of Indian languages is made up of the Aryans, Dravidians, Tibeto-Burman and Austric families, who entered the sub continent and made it their home."Ghosh further says that the Indo-Aryans account for 74 percent of the entire Indian population. The important languages for this group are Assamese, Bengali, Gujarati, Hindi, Marathi, Oriya, Punjabi, Sanskrit, Kashmiri, Sindhi and Urdu. The important languages of the Dravidian family which account for 24 percent of the total

Indian population are Telugu, Tamil, Kannada and Malayalam. Bhotia,Ladaki and the languages spoken along the Himalayan foothills are Tibeto-Burman Languages. Santali, Khasi and Nilobrarese are the languages spoken in the Austric group. These languages are spoken by one percent of the population. This multiplicity of languages in the country is a product of the movement of people and conquest and it has given rise to a complex bilingual situation. The identity of various language and culture groups is considered inviolable and their preservation is guaranteed by the constitution.

In India the official language of the country was never a lingua franca. Ghosh (1979) says that, "The language used in the ancient period was Sanskrit, in the medieval period it was Persian and in the modern period it was English". This is why for the educated class, bilingualism has always been inevitable and prestigious. Merchants and soldiers, owing to their mobility have been bilingual. The illiterate poor living in the districts bordering two states show oral bilingualism. Thus in India, bilingualism and diglossia of various types have been tolerated.The bilingual phenomena with English as one of the languages is a recent phenomenon which emerged in 19th century India. The major influences shaping it according to Mackeyare (1967) colonization, education and economic forces. The missionaries were the first to introduce English schools and English education caught the fancy of Indian intellectuals and social reformers. The linguistic change over from Sanskrit, Arabic, Persian and the regional languages to English was astonishingly rapid. Indian leaders saw in English the key to Europen science and literature. English replaced Persian in 1837 as the official language and in 1844 the administration announced that those educated in English would be preferred in all government appointments.

Knowledge of English opened to the Indians the prospect of office, wealth and influence. By the time the modern education system took shape in 1854-57, English had already become a dominant language in education and administration. In the following decades, the medium of instruction was normally the regional language at the primary and middle stages, but English at high school and universities. Yet, among the leaders of public opinion, a measure of ambivalence was always present in respect to English being used as the medium of instruction. Meanwhile the Culcutta University Commission in 1917 found that the teaching of regional languages had been totally neglected. English was used as a medium of instruction even at the lower secondary stage and the teaching of English was far from satisfactory.

Michel West (1926) who studied the position of English teaching and bilingualism in Bengal found that "the attempt to teach English was vague and imprecise. It is therefore necessary to examine the pupils' need with the greatest exactness". (as cited in Ghosh 1979:40) He felt that to read English efficiently was more important to students in India than the acquisition of a pure accent. Thus West favored single skill bilingualism and not balanced bilingualism. He also created materials specifically to promote reading skills. But multi-skill teaching and learning of English prevailed at that time and his recommendations were unheeded. The noteworthy development of the fifties, affecting language reaching was the formulation of the three language formula. This formula safeguards the Psychological and culture needs of the individual by giving the regional language due importance. Apart from this, it attempts to promote national integration and national identity through a national link language. It makes sure that the country is not cut off from the mainstream of current international knowledge. The link

is established through an international link language to serve as 'a window on the world.' The international link language could be French, Russian, German or any other international language. But in India, English was the obvious choice for historical reasons. In a nutshell, the formula stipulates the study of mother tongue or regional languages at the secondary stage, Hindi or a modern Indian language in Hindi speaking area and English. As discussed earlier The Central School run by the Union Government in New Delhi for children of transferable Union Government employees, use two languages as the medium of instruction, i.e. English and Hindi. The only drawback is that children in the non-Hindi region don't get to study their mother tongue formally. Again there are English medium schools, which also have bilingual instruction. The second language here is the learner mother tongue or the state language. Another situation is where English is used as an auxiliary medium in some of the regional medium schools.

Conclusion

One can say that in India, the need for bilingual education arises out of the need to enable students to learn the language of opportunity, English, as well as to maintain competence in their regional languages. Moreover, since the knowledge of Hindi, as the other official language of the country is also essential, students have to be introduced to three languages at the same time, the regional language, Hindi and English.This brings us to the end of the discussion on bilingualism and bilingual education. An examination of the bilingual/multilingual education programmes in the world was essential to put into perspective the peculiar problems that India faces and the differences and similarities between bilingual/multilingual education programme in India and in other countries.

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53. Employability skills and Industry Needs for Engineering Graduates

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Introduction

Employability skills are general skills that are needed to get most jobs; it also helps stay in a job and to reach higher cadre or the top position in an organization. There will be some job-specific skills and general skills that an employer is looking for in their employees. Apart from, academic and technical skills, they are looking for professional and employability skills. Universities and professional bodies need to develop professionals who are highly skilled and ready to face the challenges of increased competition. The organizations need professionals who are responsive to economic, social cultural, technical and environmental change and can work flexibly and intelligently across business contexts. The industries require new graduates who understand the part they play in building their organizations, and have the practical skills to work effectively-in their roles. However, really contributing in the work place more than having the necessary technical skills. It means engaging with the organization and its goals, understanding the dynamics of the workplace, and taking up a job role with an informed knowledge of all of its requirements. It also means applying a broad range of employability skills learned in many contexts and through a range of experiences. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position.

Need of Employability skills for engineering students

An Engineering firm need an engineer with a strong theoretical background, and equipped with employability sills. As defined by Bianca and Peter "Engineering is a profession directed towards the skilled application of a distinctive body of knowledge based on mathematics, sciences and technology, integrated with business and management, which is acquired through education and professional formation in a particular engineering discipline. Engineering is directed to developing, providing and maintaining infrastructure, goods and services for industry and the community." The academic knowledge acquired in the universities/colleges helps them toget a job, but to retain that job the graduates need to have/inculcate employability skills which helps them to retain that job. The various definition described "employability" as:

1. Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required.
2. Employability skills are those basic skills necessary for getting, keeping, and doing well on a job.
3. Employability skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

According to the above definitions the three elements found similar are, gaining job, keeping a job and doing well in the job. To equip the graduates to meet the requirements of the

industry, educational curriculum needs to be examined from time to time in order to ensure that the education-received by students is relevant and up to date.Industrial training received by students need to be looked into and revised in term of its effectiveness to assured that students are clear with their job scopes later on. Besides that, instructors should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying the skills by themselves.

Motivators and counselors have to cooperate with institutions in the: process of giving guidance and inspiration to students regarding the ways to increase employability skill from time to time in order to be excellent workers. A part from that, apprentice programs are suggested to be carried out so that students will be able to understand employability skill better. This program will also serve the purpose to make students realize that employability skill better. This program will also serve the purpose to make students realize that employability skill is as important as technical; skills. To organize these training programs universities should work in hand with the institutions/organizations. The following are few suggestions:

- An employability strategy fund should be created;
- The employability skills in all universities curriculum are to explicitly identified;
- The teaching and assessment of employability skills are to be enhanced;
- Provide funding for universities to systematically review their work on developing employability skills.

If the strategies related to the programs for the development of employability skills are formulated and monitored religiously them Dr Kalam's vision of India being a developed country will be achieved in a true sense.

Employability Skills:

Employability skills are general skills that are needed to get job, retain job and doing well in the job. Every job has some job-specific skills that an employer is looking for; apart from general skills. The skills required to be imparted to the graduates/employees to reach the expectations of the employers are:

- **Time management:** The ability to manage several tasks at once, to set priorities and allocate time effectively in order to meet multiple deadlines.
- **Self-management:** The ability to know about strengths and personal characteristics.
1. Having a personal vision and goals.
2. Evaluating and monitoring own performance
3. Having knowledge and confidence in own ideas and visions
4. Articulating own ideas and visions
5. Taking responsibility

- **Learning skills**: The ability to recognize the need to undertake lifelong learning, and possessing/acquiring the capacity to do so
  1. Recognize the need to undertake lifelong learning
  2. Possess and acquire the capacity to undertake lifelong learning
  3. Engage in lifelong learning

4. Set their personal learning targets
5. Plan in achieving their learning goal(s)

And to learn effectively from a wide range of sources including competencies such as learning what matters, organizing information and critical thinking.

- **Teamwork Skills**: The ability to work effectively as an individual and in a group with the capacity to be a leader or manager as well as an effective team member
1. Function effectively as an individual
2. Understand the role in a group
3. Function effectively as a team member in a group
4. Accept and provide feedback in constructive and considerate manner.
5. Work in a group with the capacity to be a leader.

Leadership skills: The ability to lead, influence and motivate others

Problem solving: The ability to identify, prioritize and solve problems. The ability to ask the right questions, sort out the many facets of the problem and determine possible solutions.
1. Undertake problem identification, (identify problem in work place)
2. Implement problem solving,(use experiences to solve problem)
3. Apply formulation and solution, (use science, mathematics or
4. Technology to solve problem)
5. Be creative, innovative and see different points of view
6. Identify the root cause of the problems

Work with Diversity: The ability to suspect and tolerate different points of views, values and philosophies of life and deal constructively with people who differ from you.

Career planning: The ability to manage your career in a constantly changing world of work.

Understanding work place: The ability to grasp the underlying values of the workplace, its dynamics and expectations.

Risk Assessment management: The ability to assess alternative courses of action in terms of their consequences and associated risks and to identity alternative ways to reduce inherent risk.

Communication skills: The ability to present ideas with confident and effective through aural, oral and written modes, not only with engineers also with the community at large.
1. Speak in clear sentences
2. Give clear direction
3. Listen and ask question
4. Present ideas confidently and effectively
5. Understand and speak English and other languages.

Initiative and Enterprise: The ability to think creatively about the bigger picture and the future of the organization to improve the way things are.
1. Adapting to hew situations

2. Developing a strategic, creative and long-term vision
3. Being creative
4. Identifying opportunities not obvious to others
5. Translating ideas into action
6. Generating a range of options
7. Initiating innovative solutions

Knowledge of science and engineering principles: The ability to acquire and apply knowledge of engineering fundamentals.
1. Continue to acquire knowledge of sciences and engineering fundamentals
2. Apply the knowledge of Engineering fundamentals
3. Select and use proper tools and equipments of particular job/task
4. Access, analyse and apply skills and knowledge of science and engineering
5. Understand principles of sustainable design and development

Professionalism: the ability to understand the social, cultural, global and environmental responsibilities of a professional engineer, and commitment to professional and ethical responsibilities
1. Understand the social responsibilities (Human factors and social issues.
2. Understand the cultural and global responsibilities. (Awareness on cultural and nature surrounding)
3. Understand the environmental responsibilities. (Aware of environmental needs)
4. Commit to professional responsibilities (Be professional as an engineer)
5. Commit to ethical responsibilities (Be accountable for their actions)

Competent in application and practice: The ability to use the techniques, skills and modern engineering tools according to the job requirements.
1. Use the necessary techniques for engineering practice.
2. Use the necessary skills for engineering practice.
3. Use the modern engineering tools and software.
4. Work toward quality standards and specifications
5. Assemble equipment following written directions

Engineering system approach: The ability to utilize a systems approach to design and evaluate operational performance.
1. Utilize a systems approach to design operational performance.
2. Utilize a systems approach to evaluate operational performance.
3. Design systematically
4. Analyze engineering design
5. Demonstrate a knowledge and understanding of engineering system for management and business practices.

Competent in specific Engineering discipline: The ability to acquire in-depth technical competence in a specific engineering discipline, competent in theoretical and research engineering and perform basic entrepreneurial skills.

1. Continue to acquire in-depth technical competence in a specific engineering discipline, (electrical, structure etc.)
2. Apply technical skills in a specific engineering discipline effectively
3. Design and conduct experiments
4. Analyze and interpret date
5. Apply knowledge in multidisciplinary engineering

Why are employability skills important?
1. According to the employer perspective the employability skills are important for the employees as it helps to acclimatize to the rapid changes in the labour market, to understand the complexity in workplaces, to be flexible and adaptable to play interconnected roles i.e., team work.
2. According to the job seeker perspective the employability skills are important as it enable to change between the sectors, it increases job satisfaction, it impart morale and motivation, it helps to self-manage in the career.To reduce the gap between the employees skills and need of industries

Conclusion
There is a need to focus on the employability skills to be imparted to the graduates so that their get better opportunities. We have to exploit this opportunity to get placed our students in the companies by equipping the students to meet the expectation of the industry. We have to bring in necessary changes in the curriculum and teaching methodology. The industries are looking for the young and talented professional to strengthen their presence in the highly competitive corporate world. Apart from imparting technological knowledge input the engineering colleges will have to focus on nurturing the employability skills so that they can empower the talent-pools. The real challenge before the teaching community is positioning ourselves as neutral ambassadors in providing necessary inputs on the employability of the students through scientifically designed curriculum and assessments to meet the demands of the multi nation companies in today's scenario.The technological institutions are expected as well as forced to work as a placements sourcing or a training firm. Naturally the teaching community will have to do the role of a trainer's job apart from teaching. The syllabus has to be designed to enhance the employability skills of the individual candidates and help them to get place in Multi Nation companies.

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54. Using Corpus Technology to Enhance ESL Learners' Vocabulary

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Introduction
Corpus linguistics is the study of language as expressed in examples (corpora) of 'real world' texts. A corpus is a collection of authentic texts which is exploited in linguistic analysis. The role of corpora in EFL teaching is not to 'tell us what we should teach, but to help us make better-informed decisions, and motivate those decisions more carefully' (Gavioli & Aston, 2001, p. 239).

Vocabulary acquisition
Vocabulary learning is an accumulative and incremental process. (Nation 2001, Qian, 2002; Schmitt, 2000) The learners should firstly notice the word and then develop a link path between the forms and the meanings. Retrieval of a word can help strengthen the link between the forms and the meanings (Baddeley, 1990). Students can either learn vocabulary explicitly or implicitly.

Explicit or implicit learning
Explicit learning means to focus on the learning of a word with intention. While implicit learning is less conscious. New words are learned by incidental learning in the process of reading. The links between forms and meanings are strengthened by repeatedly meeting the words during reading. Explicit and implicit vocabulary learning should be complementary rather than competitive to each other if we want them to work the best for our students (Gu, 2005; Nation, 2001; Schmitt, 2000).

Both explicit and implicit learning have their advantages to vocabulary learning. Implicit learning is most helpful to students whose vocabulary proficiency covers around 3,000 word families as supported by researchers such as and Nation (2001). By learning explicitly, the learners need to learn the most frequent 2,000 word families first in order to have a rough idea of both receptive and productive language messages when they read, listen, and speak and write. In the first encounter of a new word, they need to learn its word form(s) and meaning(s). Explicit vocabulary learning helps learning of the first 2,000 most frequent words most as they are relatively concrete in meaning and simple. There is much evidence from research confirming that large numbers of words can be learned in a short time and retained for a long time by 'decontextualizing techniques' (Nation, 2001). In Thorndike's research, his subjects learned 'decontextualized' words. The number of learned words ranged from 9-38 in Thorndike's case. After 42 days, 60% of words were retained in the subjects' minds. Words learned deliberately can still be retained in people's minds for a long time. Beaton, Gruneberg and Ellis found that their subjects could recall 350 Italian vocabulary learned by the Keyword technique ten years earlier. Also, Crothers and Suppes (1967) found that all of the learners in their study could master 108 Russian-English word pairs after seven repetitions.

Repetition is thought to be an explicit vocabulary learning strategy as the learners focus on the words rather than on other skills. Thus, there is plenty of evidence showing that the aspect

of word form-meaning association is better learned by explicit vocabulary learning at early stages in language learning. This is also supported by Ellis (1995) who argued that it is especially suitable for learners to take an explicit conscious learning approach. According to Nation (2001), it is easier for the learners to study the most frequent words by memorizing, repetition of the words, breaking the words into parts (suffixes, prefixes and stems), analyzing the part of speech of the words, images, making use of sounds, pictures and associations. The keyword technique and learning by word cards are supported by research as efficient explicit learning techniques. The keyword technique requires the learner to notice the new word first and then think of any words in the learner's L1 or L2 similar to it. It can be acoustically or semantically alike. Then the learner has to associate the new word with the L1 and give it a picture or image. That evokes deep mental processing and the newly learnt word can be retained for a longer time. Also, the word card strategy is a good mnemonic strategy. The learner has to choose a word to learn and then write it on a note card and its translation of the meaning of the word at the back. It helps learners to memorize the word as supported by research. Thus, explicit vocabulary learning helps learn high frequency, simple and technical words better. Nation (2001: 310) also concluded that 'linking knowledge of word forms to meaning …, is a strongly explicit process which benefits from the use of memory tricks, thoughtful processing, deliberate analysis and elaboration, and conscious connections to previous knowledge.' However, there are limitations with explicit vocabulary learning. There are many aspects to learn in order to master vocabulary. The learners have to learn the meanings of the words, forms, collocation, pronunciations, sense relationship with other vocabulary, register, concepts and features of the word. Learners cannot learn all aspects of words by explicit learning alone. They have to learn vocabulary implicitly. Thus, in this sense, explicit and implicit learning work complementarily rather than competitively as each of them has limitations. Explicit vocabulary learning relates closely with incidental vocabulary learning. Its focus is not on the word itself but on other skills like reading. The main focus on incidental learning from reading and listening to conversation is on the message itself but not vocabulary. Nation (2001: 232) mentioned 'incidental learning via guessing from context is the most important of all sources of vocabulary learning.'

The idea is that vocabulary learning is an accumulative process. The learners can strengthen their vocabulary power by encountering different vocabulary while reading and listening to conversation. It is especially helpful for learning low frequency words. The learners can learn all of the aspects of a word including its collocation and sense relations with other words, its homonymy and polysemy. They can also know more about its antonym and synonym. It is not limited to learning the association between word forms and meanings. Thus, vocabulary learning can be facilitated by the use of vocabulary learning strategies (Schmitt, 2000:121). There are also other strategies to learn or teach vocabulary. They are as follows:

Independent strategy development
This is a strategy under which the learners are given opportunities of taught techniques for inferring word meanings from the given context. It is assumed to be a very complex and difficult strategy as learner are expected to know 19 words out of every 20 words(i.e,95%) of a text, which requires knowing the 3,000 most common words (Liv & Nation 1985, Nation, 1990). In addition learners are required to know the background of the text in order to guess the correct meaning. It is time consuming and therefore it is more likely to work for more proficient learners than elementary learners. The learners of present study are low proficient language learners. So it

is very difficult for these learners, expected to know every 19 words out of 20 words of a text. It may create disadvantage than advantage of learning vocabulary in L2 learners.

Integrated Approach

For many years, grammar and discourse are viewed as separate entities and this impression has been translated into teaching. However, with the advent of the communicative language era, it is felt that such a discourse are well connected and given equal and appropriate importance without prioritizing one and dismissing the other. This principle of integrated approach is better actualizes in the classroom through suitable designed activities rather than pre-determined context. Teaching vocabulary through reading and grammar activities (Diana Ooi&Juhi Lee Kim- Seeh, 1996.ELTJ), joints efforts by teachers and learners in task designing (Breen, 1984), learner involvement participation. Gains and Redman, 1986), establishing connection between new and known words (Stabl, 1983) are the strengths of this approach. Besides up vocabulary, Nation (2001) argues that vocabulary instruction should be integrated in such a way that the listening, speaking, reading and writing, components of a language program are deal with collectively (Nation, 1990).

Limitations of Context-dependent Method

McCarthy (1990) argues that a word learned in a meaningful context is best assimilated and remembered. However, most studies have failed to produce findings favoring context-dependent vocabulary learning (e.g. Morgan and Bailey, 1943; Wind and Davidson, 1969; Gershman, 1970, Tudor and Hafiz, 1989, Hulstjin, 1992). In this situation the question comes out: why context independent way of vocabulary learning, a theoretically advanced method, can not be as effective as expected in the real world?

There maybe three reasons which can explain this phenomenon. First, the heavy cognitive load in context-dependent teaching methods makes it difficult for learners to focus their attention primarily on learning vocabulary. Learners may attend to the word while also trying to attend to the meaning of the text. They may need to try to connect the taught word to the text while generating hypotheses about how the word fits in the overall message of the text. Learner's attention may be divided in several ways, which may affect the amount of knowledge about the targeted vocabulary items learners acquire.

Secondly, the quality of the context may not be effective enough to ensure that learners have a deep impression on the target vocabulary. The examples given by English textbooks or English teachers may be artificial and therefore cannot provide learners the usage of the vocabulary in the real world. What's more, in the common ESL classroom only one or two sentences including the target vocabulary are given to learners as examples. These examples may only cover just a few usages, some of which are general usages and some are not. From this perspective the results of vocabulary learning has been decided by textbook writers and teachers to some extent. The context dependent method may fail to assist vocabulary acquisition because of the unqualified learning materials offered to learners. Simultaneously learners will probably act as passive knowledge takers rather than active knowledge discoverers.

Thirdly, the context can not provide enough information about the target vocabulary. For most cases one target word appear once or twice in a text, so it's difficult to say that the text alone can assist vocabulary learning effectively. Fraser (1990) found evidence to suggest that

participants who inferred the meaning of a word and consulted a dictionary while reading a text retained more word knowledge than those who just inferred the meanings. Watanabe (1997) also found that attention to vocabulary during reading activities promoted learning. In his study, subjects who read a text that included glosses of difficult words outperformed subjects who read the text without glosses. All these findings confirm that the context-dependent method needs to be combined with other complementary methods rather than be used alone.

With these concerns, the paper demonstrates how these problems can be addressed through a study of a corpus-based method which can assist vocabulary learning. The study involves theoretical analysis of the effectiveness of the method and some empirical discussions of some problems concerned.

Advantages versus Disadvantages of the Corpus-based Method
- One of the advantages of the corpus-based method is that people can acquire a large amount of information about the target vocabulary in a short span of time.
  - Corpora makes it possible to increase the frequency of word recurrence as much as people wish. It is found from the previous experiments that the more frequently the word occurs, the better students can grasp it (Kieran Andrew File & Rebecca Adams, 2010).
  - Corpora can assist the vocabulary acquisition by largely increasing the recurrence so that learners can really master the vocabulary in short time. In the traditional context-dependent method, if people expect to come across the same vocabulary (especially lower-frequency vocabulary) in the reading process, they may need to read a number of materials, which will cost much time and thus be less efficient.
  - Another advantage of the method derives from the merits of corpora. COCA collects itsmaterials from America, providing good examples of how native speakers use English. Corpora users can obtain a large amount of information about the target vocabulary, including the meaning, collocation, colligation and register. Learners can learn the vocabulary form many different levels and gain active vocabulary which is psychologically high frequent and easy to use for learners.

However, the corpus-assisted method also has its disadvantages.
- The features of corpora determine that only advanced English learners or people with relatively high English level can use it successfully. Reading the results from a corpus itself needs a large quantity of vocabulary. In fact, if people do not know the basic meaning of a certain word from a reading material, it will probably be useless or confusing to retrieve it on the corpus, because if people cannot guess its meaning according to the reading material, they probably cannot know the meaning from the corpus. The best solution for this condition will be consulting a dictionary which explains the vocabulary in learner's mother language. With these considerations the experiment of this paper is designed to be taken by advanced English learners.

Finally, It is to be said that "there is no right" or "best" way to teach vocabulary. The best practice in any situation will depend on the type of student, the words that are targeted, the school system, and other factors" (Schmitt, 2000:142). From the statement we can understand that teaching vocabulary through a particular method would lead to fail learning words. In other words, different learners learn differently and learners learn different things in different ways.

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55. Paradigm Shift in English Language Teaching: Role of ICT

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Introduction

English has been spoken in India from colonial days but there is no credible estimate of how many Indians actually know English. The 20th century suggests around 10 million people speak English and in 2010 the number of English speakers is estimated to be around 55 million. In contrast, Kachru (2004) suggests 333 million people in India 'use English' – a figure based on the survey by the magazine Indian Today (18th of August 1997), one in every three Indians claims to understand English, although 20 percent are confident of speaking it (Kachru 2005).

With the advent of globalization, English has become an important means of communication. However, several studies (Sahgal 1983, Agnihotri 1988, Khanna 1983) have shown that Indian English users have some stereotypes associated with the English Language. These studies suggest that the English language is generally evaluated more highly than Indian languages and has often been associated with attributes such as literacy, grammatical? and prestige. (Khanna 1983).

However during the past few decades and especially since the dawn of the new millennium, there has been a global mindshift in favour of student-centric education. Intense research into the human brain, in behavioural sciences, and class-room pedagogies has created widespread awareness that participative and interactive classrooms in which the teacher is a co-learner and facilitator who uses perception, creativity and intuition to make lessons interesting, motivating and synergistic deliver the best learning outcomes. Suddenly there is dawning awareness of the accuracy of the Chinese proverb, "I hear and forget, I see and remember and I do and understand."

Traditional methods of teaching English as second/foreign language such as the grammar translation method or audio lingual method neglect a genuine opportunity provided by these modern technologies. As a consequence of many factors when our students leave the high school after learning English through formal methods they often fail to use the language communicatively (spoken or written) when they encounter authentic situations.

Nowadays, teachers of English around the world prefer some form of communicative teaching and learning, rather than the traditional methods of ELT which dominate the teacher-centered approach and neglect the students' communication skills. The teacher-centered approach depends mainly on the learner's memory and does not care about the authentic use of language. Although, a successful EFL teacher is not necessarily restricted to one method or another, the ICTs have changed the pace of teaching strategies to suit the goals of his materials and the needs of his students. On the whole ICTs have given the students many opportunities to practice English in and out the classroom.

Paradigm Shift of ELT in India

The context of the whole teaching situation started changing around the year 2000. The three main factors affecting the change are i) Socio-economic factors played a major role in this change and it is continued even today. ii) Information and Communication Technology (ICT) and Internet have also played a major role in creating a resource-rich environment and by giving a wide range of exposure to English. Iii) Techno-savvy personnel are needed in every field of work.

Parents of learners form an important component of paradigm shift of ELT in India. Earlier, any kind of change in courseware or teaching methodology would result in stiff opposition from them and the administrative body would recommend the continuation of age-old practices. Observing the winds of change resulting from the acceptance of the global status of English, parents today encourage innovation and experimentation in teaching and learning systems in curriculum of professional studies.

Similarly, the technology and software systems developed in India became a part of the ELT paradigm around 1985 as compared to the 1940 of other countries. Teachers started to create a methodology of their own by using combinations of methods of teaching like audio lingual, situational, functional, interactive, task-based communicative or the direct method of language teaching. All these approaches and methods could be spread through a course or could even be used in one class, depending on the learner's response. Thus Communicative Approach (CA) oriented pedagogy is adopted.

The research also indicates that ICT is most effective when embedded in the curriculum, and integrated into units of work (Dickinson, 1998). English teachers can maximize the impact of ICT in their classrooms by ensuring that they and their students use ICT as an integral part of lessons, present ideas dynamically, and use a range of media. (Becta, 2006). ICT should be integrated in such a way as to require purposeful application and meaningful engagement with the technology.

Need for Information and Communication Technology (ICT)

In the earlier times education was seen as a means for acquiring knowledge rather than for obtaining employment, but in the post –industrial society it has become a major prerequisite for employment. The technological advancements have created new areas of growth and merged to form the new field called Information and Communication Technology (ICT). As technology changes, necessary skills change. For example, introduction of computers in the class room shows tremendous increase in learning among learners.

Advancement in computer technology has contributed to the overall development of people across the world. The emerging technology is gradually covering the entire span of human activity. The role of computers in teaching has significant impact since they perform the vocational and pedagogic roles. As computers are pervading every aspect of life, computer knowledge is essential for various professionals including teachers.

Nevertheless, in the changed scenario there is every possibility that today's learners would look for more sources of information, thus tapping the potential of new technologies, as per their needs and requirements. ICT enriches learning environment and urges the learners to achieve marketable skills. The computer-based learning environment provides opportunities for the learners to apply their academic skills for solving real-world problems.

Avoiding the ICT Trap

Students encounter ICT in many areas of their lives and it is essential that we provide them with opportunities to explore the technology and encourage them to use it as a learning tool.

However it is important that teachers avoid the trap of using technology for the sake of it, or in order to check the technology box on their faculty registration sheet, or as an add-on to a lesson.

Conclusion

Finally in order to address the issue of access and equity, there is still much work to be done to skill teachers in the new technology. Research indicates that teachers need to have adequate ICT skills, access to regular use of ICT equipment, and access to reliable technical support if they are to use ICT effectively in the English classroom. (Moseley, et al 1999).

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56. Collaborative Language Teaching in ESL Classroom

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Introduction

In the era of growing demands for quality education, there is a need for altering the classroom environment for facilitating effective learning. Particularly in English language learning classrooms, it is critical to ensure the development of communication skills among the learners of all levels. It is evident that majority of schools and colleges in the country have been dwelling in the similar conditions that prevent the teachers and learners from meeting the global standards. The inadequate infrastructure, lack of vision in curriculum development, text book oriented teaching, large classroom management, learners of mixed abilities, pressure on syllabus completion and result production etc. are a few problems that every teacher experiences in the profession. But it is the same teacher with his innovation and expertise can bring a change in the learning environment. We often observe that many teachers work in isolation as individuals and struggle to enable learning in the classrooms. There are differences in their levels of knowledge, expertise, experience and adaptability. The commitment of the teacher, the strategies they use in teaching and the way indiscipline is handled in the classroom vary from teacher to teacher. The teacher is supposed to be a model for the learners in both professional and personality traits as Bernard and Huckins (1974) state that "teachers must be good examples as learners and as persons. They teach what they *are* quite as much as what they *do* and *say"* (7).   Hence the teachers should create collaborative and supportive work environment in the institutions of learning. It is vital in promoting learning and professional development of the teachers.

Co-teaching has come to be defined as two professionals teaching together with a joint delivery of instruction, a heterogeneous group of students and shared responsibility for planning, instruction and evaluation (Friend & Cook, 2007; Friend, Cook, Harley-Chamberlain, & Shamberger, 2010). Co-teaching and collaborative teaching are often used interchangeably. In his 1992 text on collaborative language learning and teaching, Nunan (1992) also uses the term "collaborative" interchangeably with "team approaches to teaching". He cites the work of Armstrong (1977) to clarify the nature of team teaching which "permits members to take advantage of individual teacher strengths in planning for instruction and in working with learners" (6).

In the collaborative teaching two or more instructors co-teach the same students at the same time within the same classroom and share equal levels of responsibility. Collaborative Teaching may enhance the chances of meeting the educational needs of students with diverse learning abilities. It is also a way to stimulate the thoughts about teaching practices of both novice and experienced. Fried and Cook (1977) identified six models of collaborative teaching. Three models may help the teachers handling large groups of learners and the remaining for the smaller groups.

Large group models:

         1. One Teach and One Observe

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2. One Teach and One Assist
3. Team Teaching

Small group models:
4. Station Teaching
5. Parallel Teaching
6. Alternate Teaching

In the first model 'One Teach and One Observe', the first teacher gives the instruction and looks after the discipline and the second teacher observe both the teacher and the learners during the instruction. This model may be very helpful for the newly-joined teachers who can observe the methodology of instruction and the strategies used by an experienced teacher while dealing with the indiscipline in the real classroom. This also helps to observe the learning behavior of the students and the difficulties they face. By sharing this observation, both the teachers get a clear understanding of the classroom and bring necessary changes to enhance learning. An experienced teacher and a newly-joined teacher may collaborate in this model.

In the second model 'One Teach and One Assist', the one primary teacher manages the overall class discipline and instruction. The other teacher moves around the class, helps the individual students and redirects their attention towards the instruction. The second teacher may distribute the learning materials, assists the primary teacher timely while using audio-visual aids in the class and helps the learners in doing exercises. In this model there will be more teachers' super vision and attention on the individual learners and pace of the instruction and learning can be observed and adjusted accordingly. A senior teacher and a junior teacher may collaborate well in this model.

In the third model 'Team Teaching', two or more teachers actively share the instruction of the content and skills in the same classroom at the same time with the same group of students. They both evaluate and assess the performance of the learners. In this model, two or more teachers working together to plan, conduct, and evaluate the integrated outcomes, curriculum, learning activities, and assessments for the same group of learners. Two equally competent teachers may collaborate in this model for creating a very serious and productive learning environment.

In the fourth model 'Station Teaching or Split Teaching', the teachers share different aspects of the lesson and instruct their part to the students at different corners of the same room or at different rooms. The students are divided into small groups and they circulate from one station to the other where the teacher instructs them one part of the lesson. This is also called flipped classroom. The teachers share the part in which they are very good at, so as the students will get the best from all the teachers.

In the fifth model, 'Parallel Teaching', the class is divided into two heterogeneous groups and both the teachers teach the same topic at two different places of the room. After the instruction the groups will get together to share their ideas and skills. In this model, the teachers can move and give individualized support to the students. The instruction and learning will be effective as the groups are smaller.

In the sixth model, 'Alternative Teaching', one teacher manages the larger instructional group while the other teacher works with a smaller group inside or outside the classroom. During the presentations or peer teaching sessions, the second teacher supports the smaller group with additional inputs. Sometimes the smaller group need not be a part of larger instructional group. The teacher helps the weak or disadvantaged students to catch up on missed assignments. Even the advanced students may be given additional tasks to perform. One teacher plays the role of primary instructor and the other as facilitator for better learning and enhancement of skills.

In talking about collaboration Vandrick (2009) says, "some of the benefits of the collaboration are the same benefits derived from other types of groups: exchange of information and ideas, drawing on each members individual area of expertise, giving each other feedback on ideas and drafts, providing a regular time to meet and move forward on projects and more". (137)

The researcher 1 is a member in the team of twelve teachers who have been teaching the first year engineering graduate students. The learners are from heterogeneous backgrounds and aspire for industry ready by the end of graduation. To enhance the language learning abilities and to develop the communication competence of the students an English Proficiency Course is designed. The learning outcome of the course is measured as per the students' performance shown in the English Language Proficiency Tests conducted by a third party testing service which will assess the performance at international benchmarks like CEFR. This 100 hour course is offered in both the semesters of the first year graduation. All sessions of this course is planned for Collaborative Language Teaching. Two teachers of almost equal competence and experience collaborate and conduct the sessions. In some sessions, a more experienced teacher and less experienced teacher collaborate and teach. Both the teachers plan and share the instruction and support each other in facilitating the language learning activities in the classroom. They evaluate the performance of the learners and offer feedback. The researcher has personally observed both the merits and demerits in practicing the Collaborative Language Teaching though the merits overweigh the demerits. These observations are further supported by the co-teachers and the learners who participated in Collaborative Language Teaching sessions. The following are the findings in practice.

- The 120 minute long sessions are engaged effectively and productively as the two teachers have planned and shared the instruction and rotated their roles.
- Majority of the students have opined that two teachers are adding more information to the topics and the inputs are obviously better than what one teacher offers.
- The two teachers are monitoring the students' participation closely in Collaborative Language Teaching which is not possible in the large classrooms with single teacher.
- The teachers are accessible to more students and they are helping and guiding the students to complete the tasks.
- Both the teachers are collectively using their own techniques to control the class. The indiscipline in the large classrooms is controlled as one teacher observes the participation of the students in learning activities.
- Distribution of materials or handouts and operation of technical equipment is found easier in teacher collaboration.

- Teachers are responding to the needs of the students more effectively in collaboration. The advanced students are being given more inputs and the slow learners are being given remedial tasks simultaneously as the teachers share the responsibilities.

Besides the students, the teachers have also benefited largely in Collaborative Language Teaching. They have observed their co-teachers and adopted their techniques for effective teaching and handling large classes. This would help them for their professional development. In spite of these many advantages in Collaborative Language Teaching, some teacher may find it a chance to escape work. They lack commitment and doing injustice to the noble profession of teaching which fulfill the aspirations of the students who come to us with trust.

In conclusion, we can affirm that Collaborative Language Teaching contributes its share in finding better solutions to the problems of ESL classrooms. More finding in the practice of Collaborative Language teaching will be reported in a measurable way in due course.

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57. Language Teacher and Technology Literacy

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Technology has fundamentally altered how we live and work as well as how we learn. In the world of higher education, for example, virtually every aspect of scholarship – from conducting research to communicating ideas- has been influenced by technology. Not only has the nature of classroom learning been changed, but also the very concept of the classroom itself has been redefined by the proliferation of distance education and e-learning. Information and Communication technologies (ICTs)- which include radio and television, as well as newer digital technologies such as computers and the Internet- have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICT are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. Wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching. ICT also allow the academic institutions to each disadvantaged groups and new international educational markets. Thus, ICT enabled education will ultimately lead to the democratization of education. Especially in developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide.

In development literature, Information and Communication Technology has been characterized as having the potential to enable national development. However, ICT has been conceptualized mostly as a monolithic and homogeneous entity. To a great extent, the ambiguous findings and diverse opinions on the role of ICT in national development can be attributed to this limited focus. ICT is important to all aspects of life. From activities and operations, from research to development, from health services to amusement, from education to governance, ICT has become fundamental to basic life. Thus information system plays an important role in society. It has helped in serving the needs of the user community. The user community is not restricted to those who use it directly. Thus ICT has become one of the basic building blocks of modern Society. Many Countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, along side reading, writing and numeracy.

The Information and Communication Technology insurgency brings particular challenges to education systems around the world. This mainly occurs in three broad areas. One occurs with participation in the information society. The seconds is ICTs impact on ace to do with the way ICT changes the education process. Here the formal learning of ICT is in schools and higher education institutions which make available organized education. Thirdly non – formal education occurs with 'continuing education', 'adult education' through distance education and other organized programmes. The acquisition of ICT skills in educational institutions helps knowledge sharing. Thereby multiplying educational opportunities. In education ICT can act as an auxiliary device. Integrating ICT literacy will be crucial as it means harnessing technology to perform learning skills. It must encompass the use of ICT to mange complexity, solve problems and think critically, creatively and systematically towards the goal of acquiring thinking and problem-solving skills. For the students, this can be used of making assignments, collecting data, documentation and conducting research. It can be a medium for teaching and learning. This can act

as the medium through which teacher and learners can learn. Here in order to introduce and understand the need of ICT in educational institutions, teachers or students under going teacher education must first comprehend and be at ease with ICT. They must be given opportunities for acquisition of new knowledge. This can be made possible by promoting ICT based training programs introduced in their curriculum. The learning of ICT in higher education institutions, especially teacher education institutions is a must.

The need for teacher training is widely acknowledged. Professional development to incorporate ICTs into teaching and learning is an ongoing process. Teacher education curriculum needs to update this knowledge and skills as the school curriculum change. The teachers need to learn to teach with digital technologies while many of them have not been taught to do so. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs. Teacher's professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICT as a powerful and diverse resource and one which can potentially alter traditional teacher-student relationships. If they are to invest the time and energy in embracing the technology, teachers need to understand and experience the potential benefits of using ICT and to have access to the evidence that supports the improvements in teaching and learning, including case studies and examples of effective practice. In addition they need strong leadership and support and a school development plan for the integration of technology if the necessary changes in education are to be realized. They also need technical support so that they feel comfortable in using the technology and are more willing to experiment.

UNESCO (2002) has projected a holistic framework taking into consideration four supportive themes viz. Context and Culture, Leadership and Vision, Lifelong Learning and Planning and Management of Change. The framework of competencies is encircled by four supportive themes. The curriculum framework also suggests that each teacher is allowed to interpret the framework within his or her context and personal approach to pedagogy, which is always related to the subject discipline or content area, rather than to the technology itself (Ranjan & Naimur). Context and culture identifies the culture and other contextual factors that must be considered in infusing technology into the teacher education curriculum. It includes the use of technology in culturally appropriate ways and the development of respect for multiple cultures and contexts, which need to be taught and modelled by teachers. Leadership and vision are essential for the successful planning and implementation of technology into teacher education and require both leadership and support from the administration of the teacher institutions. Lifelong learning acknowledges that learning does not stop after school. Planning and Management of change signifies the importance of careful planning and effective mana ement of the change process (Ranjan & Naimur, 2011).

In India there are nearly 3.5 million teachers in the formal school system. The National Council for Teacher Education (NOTE)' with the view to promoting and motivating quality research in Teacher Education, constituted a Research and Programme Advisory Committee in June 2004. The NCTE's concern is to enable Teacher Education institutions to prepare a workforce of trained teachers who are fully conversant with the technology. 'Technology is never an alternative for teaching. Without trained instructors, no electronic deliveries can accomplish good results. Virtual laboratory can be developed using ICT. Charts, Posters used as teaching aids, Power Point presentations etc necessary during their courses are prepared by the students

out side the institutions. Various skills of using new technology such as presentation of the content of seminars using Power Point, or demonstrating content through Flash or sending assignment papers to moderators still need to be introduced and practiced during the sessions. 'Web browsing is usually done outside the campus. Moat of the respondents are found browsing from their home and internet cafes. The study perceived that students have developed ICT skills which they use in learning such as word processing, presentation and mediated communication etc.

The outcomes of their competencies to manage ICT skills

The use of ICT tools in seminars and teaching aids is stricted to the use of LCDIPPT and slide presentations. Their knowledge for learning is gained from outside the institution. The colleges provided neither training in ICT nor provisions for internet browsing. For the pedagogical purposes students are developing ICT skills by themselves. Students need more structured support of ICT development from their educational institutions. The Educational institutes should see that the teachers and students should be trained well to acquire the basic skills of ICT likeKnowledge in basic word-processing tasks, create Power Point presentation, Design presentations with multimedia, Edit and design graphics, Internal communication using e-mail, Internal communication using e-mail, research activities using ICT tools, ICT presentation tools used as teaching aid, 1CT presentation tools used in seminars. The use of ICT has the potential to allocate opportunities for learning broadly across the teaching force. The study found that teacher education institutions are no longer strictly utilizing ICT. Measures are to be taken to improve the quality and support to students, opening up new avenues for provisional development of our future teachers.

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58. E-learning in ELT Classrooms

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Introduction

The future is happening! Computer-based communication has revolutionised life of our 'knowledge society' and 'knowledge economy' (Drucker). The proliferation of PCs combined with the Internet has precipitated far-reaching changes in society. Electronic communication and digital networking are transforming the way we work. This transformation has a tremendous effect on the need and opportunity to learn. Unfortunately, the 'transmission model' that still dominates our educational system has changed little. Notwithstanding the widespread adoption of computer communication by other stakeholders in our society, the teaching fraternity has yet to fully experience the transformative effects of this medium, particularly on e-learning and its relative advantages. "A classroom today transcends all conventional boundaries and leaps into the unknown future of information technology in higher education"(Daniel Fernandes). We need to think creatively of a reconceptualization of teaching and learning transactions now.Due to our inability to come to grips with this new learning ecology, higher education in India remains stagnant and is yet to see a revolutionary change.

E-learning represents a different category and mode of communication.Since communication is at the heart of all forms of educational interaction, its impact on educational system and individual teachers and learners will be significant. It makes no sense to replicate or simulate the traditional face-to-face (f2f) approaches. Clearly, if we are experiencing a new learning environment, simulating practices based on a very different atmosphere simply misses the point. Not only will opportunities to improve the learning experience be lost but merely re-producing traditional practices resists capitalising on the characteristics of a new era of learning. As Laurillard envisages, we need "to build bridges between the technologies we have at our disposal and the ambitions we have to transform education" (Laurillard).In this paper, we will focus on the dominant educational features of this technology to support asynchronous, collaborative, and life-long learning.

Pedagogy

Malcolm Knowles notes that the term derives from the ancient Greek word, *paidagogus*, and means the slave who led children to school. He argues that this makes it inappropriate for the years beyond school in which learners gain in self-direction and self-reliance (Knowles). Others have found the usual definition of pedagogy as the 'art or science of teaching' at odds with their preferred emphasis on the activity of learning. In a truly learner-centred ecology, teaching should not be the focus of concern. Despite its etymological connection with children (*paidia*), contemporary use of the term has lost its exclusive reference to childhood while retaining the original sense of leading or guiding to learn. We observe that the need for guidanceis not confined to childhood and that even the most self-directed of adult learners can benefit a lot from the support of others.

The word 'pedagogy' embraces an essential dialogue between teaching and learning. This is particularly significant in a context of educational discourse in which the two terms have come

to be used in tension and even in opposition to one another. In extreme cases, the term 'teaching' is seen as denying the active nature of learning and individuals' unique capacities to learn(Alexander).In the last century, a series of educational thinkers in the West sought to reinstate 'learning' as the central concern of pedagogy, arguing that undue emphasis had been placed on the content of what was taught, and that this had led to dominant, rigid, unhelpful, and even repressive habits of instruction. "The present trends in pedagogical thinking amount to a new emphasis on the individual capacities and needs of learners. Learners are no longer seen as passive recipients of knowledge and skills but as active participants in the learning process" (Sharp).

The Digital Age

The phrase 'information age' was coined by Manuel Castells to describe "a period in which the movement of information through networks would overtake the circulation of goods as the primary source of value in society" (Manuel). We have a knowledge explosion today because of the digital technologies. With more and more people accessing the Web through mobile phones, the Internet user base in India touched a whopping 243 million by June 2014, a year-on-year growth of 28 per cent. According to the Internet And Mobile Association of India (IAMAI), the Internet user base in the country stood at 190 million at the end of June 2013.For the whole year 2013, the Internet user base grew 42 per cent to 213 million, from 150 million in 2012. Of the total user base, mobile Internet users accounted for 130 million in 2013, a growth of about 92 per cent from 68 million in 2012.IAMAI projected the number of mobile Internet users to touch 185 million by June 2014, accounting for about 76 per cent of the Internet user base in the country."Year 2013 was the year of Internet. The numbers affirm the fact that Internet in India is now becoming inclusive, which augurs well for the industry and society at large", IAMAI said (Internet And Mobile Association of India).

The growth of Internet users has also led to a substantial growth of other digital industries such as e-commerce and digital advertising, it added. Digital commerce market stood at Rs. 8,146 crores in December 2007 and it grew to Rs. 47,349 crores by the end of 2012. At the end of December 2013, digital commerce in India grew to Rs. 62,967 crores. Digital Advertising has also been witnessing a steady growth. The study also projected the online advertising market in India to touch Rs. 2,938 crores by March 2014 (The Hindu Businessline).That only shows that the Internet and Mobile Technology (ICT) has already captured the imagination of the people of India to a very great extent. According to an International Survey in 2015, India has 243, 198, 922 Internet surfers, which is 19.19 % of world net users. India stands third after China and USA in the use of Internet internationally. India also shows one year user growth to the tune of 29,859,598 netizens (14 %)when compared to 2014 and stands first among the top 10 countries with regard to the annual increase of net-population within a year(Internet Users by Country (2014)).

Digital and social media in India

India has been one of the major consumers when it comes to social media, brands in India today are much aware of the potential and value that social media can deliver them as compared to other channels. Though there are only 243 Million Internet users in India now, the total users may increase to 500 Million by 2018. India will become larger than the US in terms of number of Internet users very soon. There has been a surge in the mobile usage. With the emergence of

the Smartphone generation, a major chunk of people access the Internet and social media from their mobile phones. The mobile penetration of active Internet users is 220 Million. There are a total 92 Million active social media users via their mobile, which is almost 41% of the total mobile Internet users. Digital media have changed the meaning of traditional means of advertising and selling in India. Digital advertising has also been witnessing a steady growth. The online advertising market in India has touched Rs 2,938 crores.

E-commerce is expected to reach $24 billion (Rs 1,07,800 crores) by the end of the year 2015, which explains the emphasis on E-retail stores like Flipkart, Myntra, etc., and the inclusion of buy button in social networks such as Twitter and Facebook. Indians are very active on different social networks and 88% of users share content on their social profiles and as well are increasingly spending time on various social networking sites. Facebook is the most browsed social network on social media with a large base of 100 Million users in India. More than 80% of those users access Facebook via their mobile phone. Total Twitter users in India are 33 Million and, from this base, 76% of users access it via their mobile phone. LinkedIn has 26 Million Indian users of the total of more than 300 Million users(10 Important statistics about Digital and Social Media in India).

Learning in the Digital Age
According to Beetham, "There is nothing new about technologies for learning. Papyrus and paper, chalk and print, OHPs and TVs, and even the basic technologies of writing were innovations once. Networked computers and their more recent mobile and wireless counterparts are just the latest outcomes of human ingenuity that we have at our disposal. Like previous innovations, they too can be assimilated to pedagogical practice" (Beetham). The latest figures for access to the Internet in the UK are 83% of the 16 – 24 age group (National Statistics Agency). Personal web pages, YouTube, blogs, podcasts, and wikis are democratising the creation of information. Social software is allowing participation in online communities that define and share information. Individuals have access to processing power in personal applications that even five years ago would have been confined to specialist institutions. Personal mobile and wireless devices are increasingly integrated with the global computer network to provide seamless, location-independent access to information services.

Nowadays, what counts as useful knowledge is increasingly biased towards what can be represented in digital form. Vast libraries are being digitised. There arises a conflict between the digital commons and the digital consumers. Learning has been refigured as the acquisition of information skills rather than the acquisition of a stable body of knowledge. Being the products of this digital age, learners are changing. Most young people, not only in the West but also in developing countries like ours, make routine use of the Internet and e-mail, text messages and social software like wikis, blogs, social bookmarking, folksonomy, etc., and their familiarity with these new forms of exchange are carried over into learning. Some of their practices can be unhelpful, particularly the often uncritical attitude to Internet-based information and the cut-and-paste mentality of a generation raised on editing tools rather than pen and paper. The brevity of chat and text poses a challenge to traditional standards of spelling and grammar. Teachers should respond critically as well as creatively to these new challenges. We cannot afford to ignore them if we want to engage with our learners.

E-learning

Electronic learning or e-learning is a general term used to refer to a form of learning in which the instructor and the student are separated by space or time and the gap between the two is bridged with online technologies. E-learning is defined as a planned teaching/learning experience that uses a wide spectrum of technologies mainly the Internet to reach learners at a distance. Lately in most universities in the West and some in India like Anna University in Tamilnadu, e-learning is used to define a specific mode to attend a programme of study where students rarely attend face-to-face classes because they study on-line. With the advent and rapid expansion of ICT, education has become more learner-centric, individualised, interactive, and relevant to learner's needs. Thus, in a true sense, it is a life-long learning. It has been observed that "The essential feature of e-learning extends beyond its access to information and builds on its communicative and interactive features" (Garrison).

Many technologies can be, and are, used in e-learning, including blogs, classroom response system, collaborative software, computer-aided assessment, discussion boards, e-mail, educational management system, educational animation, electronic performance support system, e-portfolios, e-games, hypermedia, learning management systems, PDA's, podcasts, MP3 players with multimedia capabilities, multimedia CD-ROMs, screencasts, simulations, text chat, virtual classrooms, web-based teaching materials, websites and web 2.0 communities, wiki, Google Scholar, YouTube, Moodle, RSS Feed, Virtual Learning Environment, etc. Most e-learning situations use combinations of the above techniques. E-learning has the potential to create rich communities of inquiry in an asynchronous, anytime, and anyplace context.

Teaching and the new technologies

Once Clark declared that "Media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition"(Clarke). However, our experience shows that higher education will inevitably be forced to recognise the revolutionary nature of learning technologies and e-learning will be at the forefront. According to Privateer, "It makes little sense for academia to continue a tradition of learning significantly at odds with technologies that are currently altering how humans learn and interact with each other in new learning communities"(Privateer).In the words of Garrison and Anderson, "A critical, collaborative learning community has been the *sine qua non* of higher education" (D. R. Garrison).A critical community of learners, from an educational perspective, is composed of teachers and students transacting with the specific purposes of facilitating, constructing, validating understanding, and of developing capabilities that will lead to further learning. Such a community encourages cognitive independence and social interdependence simultaneously. Successful e-learning depends on the ability of the educator to create a learning environment that motivates students and facilitates meaningful learning activities and outcomes.

E-learning 2.0

The term *e-learning 2.0* is used to refer to new ways of thinking about e-learning inspired by the emergence of Web 2.0. From an e-learning 2.0 perspective, conventional e-learning systems were based on instructional packages that were delivered to students using Internet technologies. Students' role consisted in learning from the readings and preparing assignments. Assignments were evaluated by the teacher. In contrast, the new e-learning places increased

emphasis on social learning and the use of social software such as blogs, wikis, podcasts, and virtual worlds such as Second Life. This phenomenon has also been referred to as *Long Tail Learning*. The new focus in social learning replaces the traditional Cartesian view of knowledge and learning. The Cartesian perspective that underpins the old e-learning assumes that knowledge is a kind of substance and so it can be packaged using instructional methodologies in order to be delivered and transferred to the students. By contrast, e-learning 2.0 affirms the perspective of Vygotsky that knowledge is socially constructed. This construction takes place through conversations and interactionswith others. E.g., in some Western universities, Second Life has become one of the virtual classroom environments for foreign language tuition.

The Teacher and the Digital Age

In the traditional paradigm of learning, knowledge was transferred from the teacher, its sole repository, to the student, the passive receptacle. However, in the present context, both teachers and students construct knowledge collaboratively and the student is an active partner in this process. The teacher has to assume his/her new role as a guide on the side rather than that of a sage on the stage. The competitive atmosphere in the classroom gives way to one of cooperation and collaboration. Diversity and commonality are fostered rather than uniformity and conformity. Completing course requirements and achieving certification will not be the main issue but self-directed and life-long learning by students. In this context, teachers may wonder if they still have any role to play in the economy of knowledge creation! Can machines replace the teacher? No, they cannot! The introduction of EVMs has neither done away with electoral officials nor are we deprived of our franchise! In the same way, educational technologies can never replace the teacher in the classroom. In one sense, it may be easy to cover or uncover our syllabus but it may not be so easy to recover our main role as guides to our students. We are yet to discover it! As Ann Landers observes, "In the final analysis, it is not what you do for your children but what you have taught them to do for themselves that will make them successful human beings". Therefore, our role has not become extinct but distinct now!

Conclusion

Charles Darwin cautioned that "It is not the strongest that survives, nor the most intelligent – but the one most responsive to change." The old order simply does not change, yielding place to the new, unless we have the courage to change it. As Laurillard points out, "There is no progress in how we teach, despite what might be possible with the new technology" If we envisage our teaching as a reflective practice, not a reflex practice, we have the following options:

- Web used in the classroom as a supplement to the millennium-old f2f teaching, normally called *e-enhancement*;
- Web used as a mixed mode to complement f2f teaching, normally called *blended learning*;
- Web used independently for teaching and learning as a replacement for f2f teaching, called *e-learning*.

E-learning is often talked about as a 'Trojan mouse' which teachers let into their practice without realising that it will require them to rethink not just how they use particular software or hardware but all of what they do. Beetham and Sharpe reveal that "the most productive approach

involves an on-going attempt to accommodate technology into a course, with continued discussion about its purpose and ethos". This on-going, transformative engagement with teaching serves a double purpose: it guides the use of technology and it provides the academics with an incentive to reflect upon their teaching and learn from the practical implications of technology adoption. As the modern saying goes, "The mind is like a parachute and it works only when it is open." May we, the teachers in the 21st century, become more and more open to the signs of the times and respond adequately and creatively so that we form global citizens in our classrooms!

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59. A Keen Insight into Main Objectives and Approaches to Meet the New Challenges in Teaching English

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In today's world, it is highly important to become mastery in foreign languages, as it is considered, not just an excellent tool to bridge gaps between people coming from different countries but above all an instrument that enables workers to considerably improve their career prospects. Multilingualism and using a language in specific circumstances and purposes is today considered to be one of the key elements for a modern Europe giving people a very strong bargaining power, especially in the labor world. In today's European society, languages and intercultural play a fundamental role in getting to know different people and in obtaining professional and economic development. There can be two main objectives for teaching/learning foreign languages: personal growth and professional growth. This is why today we teach foreign languages for specific purposes, be it for tourism, for call centers, for business, and others, focusing on acquiring the necessary terminological, interdisciplinary and intercultural skills needed for specific jobs. Such courses imply addressing the immediate and very specific needs of the learners involved, having as their driving force, both in the preparation stage and in the development stage, the needs analysis of the learners. The starting point is a study of the learners' needs, objectives and expectations for the course given that the needs of the learners vary considerably. This gives the teacher a new role - to equip the learners with tools and strategies that will empower them in a world where the teacher is only one of the many providers, or sources, of language exposure and communicative actives. Every time the Language Teacher is asked to prepare an English course for specific purposessuch as "Commercial English or Business Communication" course or "English for different purposes", it is very important to question ourselves like:

i.   What exactly is a language for specific purposes?
ii. Who are my students/ my audience?
iii. What are their objectives? What objectives would they like to reach?
iv. What is their level of English?
v.   What should my role be in such a course?
vi. What /which methods shall I adopt?
vii. What shall I include in my course?
viii. What are their expectations? What is my expectation from them?

In other words: The teaching of English as a foreign language for specific purposes need really specific methods to adapt accordingly? Traditional teaching approaches/techniques tailored meet modern requirement?

As said by Balboni, "A language for specific purposes as a linguistic variety used in scientific and professional sectors. Its objective is to help anyone belonging to that particular scientific or professional sector communicate in the least ambiguous manner possible"[1]. (Balboni, 2000). Dita Gálová (2007; viii) states that "globalization of the world economy requires professionals and specialists in various areas to communicate effectively in foreign languages. The success is conditional on their ability to manage language and cultural barriers,

i.e. on the language skills and competences with respect to their professional areas"[2] Jesus Garcia Laborda (2011) is, maybe, even more specific, when he describes LSP as "the teaching of a language as a second or foreign language for certain groups of students to whom the syllabus, tasks, and methodology is especially tailored to their interests and needs". Indeed, in today's world, knowing how to use a language in specific circumstances and purposes gives people a very strong bargaining power, especially in the labour world. Whereas up to a few years ago, very few people considered speaking a foreign language an important prerequisite, today it has become of fundamental importance in all professional circles. In fact, in today's European society, languages and intercultural play a fundamental role in getting to know different people and in obtaining professional and economic development.

In the global marketplace that we now live in, language skills are becoming always increasingly important in organisations and businesses who want to remain competitive on an international level. Companies today require a versatile staff in order to communicate effectively and it is in their interest to employ speakers of foreign languages who are able to talk to clients, business partners, fellow employees in different countries in their own languages as this will not just help communication but, above all, it helps to make sales and to negotiate and secure contracts. As declared by the European Commission in one of its documents on multilingualism, entitled, "Languages mean Business!"[4], one of the main reasons why thousands of European companies lose out on concluding deals and contracts is their lack of linguistic and intercultural competencies. This is also confirmed by the Bologna process: "If higher education programmes are to be relevant to the European labour market, graduates have to be able to communicate in a number of languages and to expand their repertoire in changing needs"[5]. And this is exactly why today there exists an array of courses in foreign languages for specific purposes, be it for tourism, for call centres, for business, for commerce and so on, focusing on acquiring the necessary terminological, interdisciplinary and intercultural skills needed for specific jobs. This is confirmed by the CBI Education and Skills Survey (2009: 48) which states that "in an increasingly competitive job market, it is clear that foreign The Inaugural European Conference on Language Learning 2013 Official Conference Proceedings Brighton, UK 20 language proficiency adds significant value to a candidate's portfolio of skills, and can give them a real competitive edge when applying for jobs"[6].

Furthermore, the Business Forum for Multilingualism established by the European Commission (2008: 8) declares clearly that "A significant percentage of European SMEs lose business every year as a direct result of linguistic and intercultural weaknesses. Although it appears certain that English will keep its leading role as the world business language, it is other languages that will make the difference between mainstream and excellence and provide a competitive edge"[7]. Several research studies not only show that a variety of languages are required on international markets but also that the most quoted barrier to intra-European mobility remains lack of foreign language skills[8]. It is no surprise that language skills are considered by employers as one of the ten most important skills for future graduates. This was confirmed by a recent Euro barometer study[9] where 40 % of recruiters in the industry sector highlighted the importance of language skills for future higher education graduates. Another study, about the internationalization of European SME's published by the European Commission in 2010,[10] shows how when companies start exporting, language and cultural barriers start being perceived as important obstacles.

This explains why today there exists a need to diversify the language training market with courses in foreign languages for specific purposes. Although the teaching of foreign languages in general and the teaching of foreign languages for specific purposes have a lot in common, there exist two main divergences, namely, (i) the learners and the reason why they are learning the subject and (ii) the aim of instruction. Usually, as we shall see, the teacher of foreign languages for specific purposes has 3 main tasks: (i) to carry out a needs analysis; (ii) to design the course; and (iii) to prepare original/authentic teaching materials. Such courses in foreign languages for specific purposes imply addressing the immediate and very specific needs of the learners involved, having as their driving force, both in the preparation stage as well as in the development stage, the needs analysis of the learners. For this reason the starting point should always be an analysis of the learners' needs, objectives and expectations for the course, which can vary in their scope and focus[11]. This includes forming a list of preferences of what the learners want and need to learn, as far as language and content are concerned, and of how they would like to learn them. This is by no means an easy task given that in the same group individuals may vary considerably in age, education level, motivation, aptitude for languages, work experience, self-discipline, etc. It therefore includes getting to know their knowledge in the language, their past work experiences (especially in countries where the target language is spoken) as well as their cultural and linguistic backgrounds. This can be done either by means of an interview or a questionnaire or else by means of a writing task or an initial test. I consider this stage as fundamental since the needs of a learner studying, for example, a foreign language for scientific or technological purposes are totally different from those of another learner studying for medical purposes or legal purposes, or financial purposes. The same goes for individuals studying a foreign language for specific trades or occupations and others still concerned with finding a job. Even the skills required vary considerably. This usually helps me determine what to teach, how to teach it and what materials must I use to help the learners reach their goals. As a matter of fact, the people studying for commercial purposes usually need specific reading and writing skills – reading and understanding the contents of an email and replying to it; writing various letters of a different nature, be it a letter of complaint, of protest, of acceptance; taking minutes of an important meeting, etc.

On the other hand, those studying the foreign language to work in a call centre are usually more interested in listening and speaking skills –answering the phone; leaving a message; giving information over the phone, etc. What is important is that the language being taught should be presented in authentic contexts. This helps learners understand better and become acquainted with the particular ways in which the language is used in functions that they will need to perform in their jobs. Digital and media technologies, when effectively utilized, can be used to create a multilingual classroom and promote multiliteracies. The ability of technology to synthesize a wide range of modalities of learning can easily lend itself to be incorporated into the classroom learning and teaching (August, 2011; Stage, Asturias, Cheuk, Daro & Hampton, 2013; Warschauer). Technologies, through innovative inventions, can change, extend and enrich students' literacy experience in many ways: Multiple media and hybrid texts provide students scaffolding structure to tackle complex texts and challenging topics. The effective use of search engine helps location and dissemination of information. Internet technologies and social media such as e-mail, texts, and chats makes learning become interactive and generates potential interests.

The availability of word processing program can be used as a tool of self assessment or peer review. The fact that technology has made translation across languages possible allows teachers to transform the classroom into a multilingual and multiliteracies environment. The evolution of technologies makes it become a reality that more and more digital technologies can be accessible to each student. Internet access has become common in schools. Most of the classrooms in the US are equipped with digital and media technologies such as smart boards and cart of laptops. In many school districts, students are provided with laptop or tablet to use in classrooms (August, 2011; Cummins, 2000; Stage, Asturias, Cheuk, Daro & Hampton, 2013; Warschauer, Grant, Real, Rousseau, 2004). It is expected that the availability to internet technology will transform the classroom and student learning.

One must also take into consideration whether or not the learners already work in that particular field or if they are still concerned with finding a job. Those already in the job are the primary knowers of the content of the material and experts in the field. We need to keep in mind that we are not teaching them the job, but rather to help them communicate better about their work in the target language. The role of the teacher will therefore be to help, to facilitate communication in class, to provide the tools for the learners to develop and acquire the skills they need, to become autonomous learners. If, for example, there is a course of English for commercial purposes or for legal purposes, my role as a teacher is not to teach them the rules of business management or to teach them the laws of the country. There is no doubt that the learners are experts in the field.

Teacher's role is to provide the learners with the necessary linguistic tools to be able to apply the concepts, interpret them, and above all communicate in the target language, not just with the particular jargon characteristic of that specific occupational context but also with the language of everyday informal talk, that allows them to communicate effectively regardless of the occupational context. All this implies that such courses cannot be taught according to any pre-ordained methodology. Rather than talking about a subject to be taught we need to think of which approach to adopt and this implies flexibility on the teachers' part, negotiating with the learners how best to reach their objectives.

In other words, the teacher needs to understand the requirements of the profession and be willing to adapt to these requirements. It is important to understand the context in which the language will be used as well as any specialist concepts and terminology, and this, in turn, implies the need for specific training, tailor-made courses and teaching the practical use of the target language. It is a known fact that language in different situations varies and therefore the teacher has to tailor make not just the curriculum and the methods, but above all the materials to be used for each and every individual course in accordance to its specific context and centered on its appropriate language. The fact that, very often, the teacher is asked to produce a course that exactly matches the needs of a group of learners, makes it practically impossible to either find suitably published material or to use a particular textbook without the need for supplementary material. This means that the teacher has to provide the material for the course himself/herself. Hutchinson and Waters (2009) suggest three main factors that need to be addressed when designing materials for such courses, namely, (i) the criteria for implementing or modifying materials, (ii) the subjective criteria on what teachers and students want from that material, (iii)

the objective criteria which is what the material really offers.

Furthermore the teacher has to tailor make all the materials to be used for each and every individual course in accordance to its specific context and centered on its appropriate language (grammar, lexis, register), skills, discourse and genres (Strevens, 1988, Robinson, 1991, Dudley-Evans and St John, 1998)[13]. And as Nunan (1987)[14] puts it, this requires time, skills and support. In fact this involves not just keeping abreast with the vast selection of published material and adapting it to the learners' needs, but very often it also implies developing a self produced resource bank of authentic materials.

From the point of view of the course contents, each course plan should be threefold: there should be the individual theoretical component of learning, which includes, amongst other things, revising some basic grammar notions and rules, becoming familiar with business. So many language conferences has introduced the kind of language they will face and need to use in their profession, and writing letters; the individual practical component of learning, where, in collaboration with third parties (employers, banks, business communities, legal offices, hotels, [depending on the nature of the course], etc), each course participant is assigned a number of open-ended, supervised 'hands on' tasks (answering emails, writing letters, attending meetings, etc) which can be performed at his/her own level; the third component should consist in group work and team work – classroom discussions, role plays, etc. It is important to note that, given the heterogeneity of most of the groups of learners, most of the tasks assigned, both on an individual level as well as in team or group work, should be open-ended and the learners are free to adapt them according to their needs and abilities. At the end of each course, a detailed evaluation sheet should be distributed to the course participants in order to have their feedback on all the aspects of the course. Everyone should consider this exercise of fundamental importance as it helps the teacher reflect on what decisions need to be taken before starting a new course.

In an article entitled "Business Needs Language" *Language Magazine*[15] explores 'What Business Wants: Language Needs in the 21st Century' and concludes that, within the American business sector, there exists a real need for a more systematic discussion of the role and value of foreign language skills, especially In the face of strong perceptions that English is — and will continue to be — the lingua franca of international business. So many argue that an enormous barrier to increasing US participation in overseas markets is the lack of appropriate foreign language skills and abilities among U.S. businessmen. Indeed, a lingua franca can never be enough in today's world to satisfy every communication need. Learning foreign languages for specific purposes, not only provide the keys to the cultures they represent but, above all, open doors to new markets and new business opportunities.

One last consideration, It is a known fact that the demand for foreign languages for specific purposes and communication skills is steadily rising on the European labor market and that very often employers demand diplomas/certificates as a proof of language competence. This means that the testing and accreditation methods connected to language competences for professional purposes are becoming ever so important and relevant and that the language skills acquired through such courses, usually outside the formal education system, should be formally acknowledged. In this sense, the Council of Europe's Common European Framework of

Reference (CEFR)[16], which provides the structure not just of language syllabuses and curriculum guidelines but also for most of the assessment methods for language competences, provides transparent and authentic proof of appropriate skills acquired for various occupations.

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60. Teaching Judicious Use of Discourse Markers in Business Presentations

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Abstract

Teachers of English employed in Engineering and Management institutions of India are often entrusted with the responsibility of training students on effective presentation skills essential for their professions and professional growth as well. 'Making a presentation' is one of the presentation skills that professionals would need once they enter the corporate world. Shared experiences of teachers teaching business English as a part of the professional course indicate that even advanced users of English often face a problem when it comes to use of one element of spoken grammar, that is transitional elements or discourse markers. While making classroom presentations, attempting tests or practice exercises in Business English, students often manifest a lack of proper understanding of these structuring devices. However, very little research has gone into understanding higher order discourse structure in general, while the corpus of linguistic analysis in spoken discourse continues to be largely *terra incognita*. The overarching theme of this paper is to understand the use of discourse makers for making effective presentations.

Keywords: Discourse markers; business presentations; transition elements; structuring elements.

Introduction

In recent times, there has been a considerable debate in academia across the world, particularly in the ESP context, whether there is a need to teach grammar forms explicitly to students wishing to become successful users of English (Prodromou 2003 2008). In the Indian context, teachers of English employed in Engineering and Management institutions of India are often entrusted with the responsibility of training students on making a presentation. Shared experiences of teachers from 'Business English' classrooms indicate that often, even advanced users of English face a problem when it comes to use of one element of spoken grammar, that is transitional elements or discourse markers. During classroom presentations, students' training on 'Business English', manifest a lack of proper understanding of these structuring devices. The overarching theme of this paper is to understand the use of discourse markers for making effective presentations.

The genre of *Business Presentation*

The central function of a business presentation is to share vital information, persuade, alter or reinforce audience views on what is being shared. Teachers of ESP define the presentation as: "a pre-planned, prepared, and structured talk which may be given in formal or informal circumstances to a small or large group of people; its objective may be to inform or to persuade" (Ellis & Johnson, 1994: 222). As an oral genre, the presentation has features common to a lecture. Speaking of their use, Crawford Camiciottoli (2004) says that for easy comprehension of

a presentation, veteran presenters make a strategic use of interactive discourse structuring, i.e. "macro-markers or meta-discoursive comments on how the presentations will be organized, or phrases which signal to listeners what is about to happen" (40). However, researchers from the field of linguistics feel that very little research has gone into understanding higher spoken discourse; it continues to be largely *terra incognita* (Ruhlemann 2013:230).

According to the corporate world, the purpose behind making a business presentation may be one or all of the below:
  a. **To inform**: A team member making a presentation to his colleagues on the progress of a project undertaken or a Manager making a presentation to a prospective client about the history and growth of his organization. The intention may be only to inform.
  b. **To instruct:** A person asked to give a presentation about his/her company's new marketing strategy may not just inform but also explain to the audience how the strategy works. The purpose may also be to instruct.
  c. **To motivate**: A presentation designed to activate present ideas, suggestions, and arguments in such a way that the listeners will believe so strongly what you tell them that they will actually carry out your suggestions. A manager bidding for increase of work timings would seek to motivate his team to work overtime to meet the deliver deadline.
  d. **To sell:** The speaker's intention is to persuade the prospective buyers of the product or services of the merits of the product and inspire them so strongly that they will open their wallets and buy the product or service.

The stylistic aspects of the genre
Researchers have pointed out that as a genre 'a business presentation is a special form that bears the features of both written and oral genres enabling a comparison to both.' The skill of organising a text appropriately for an intended audience falls in the domain of discourse competence i.e. the ability to create and construe cohesive and coherent texts over sentence length regarding the connection between the elements of the text (Canale & Swain1980). Therefore, discourse competence is the ability of a speaker to connect utterances into a meaningful whole (Griffiths 2008: 258). Here language is used as the mediator; presenters use language to express their personal feelings about the ideational content of their speech and to guide the listeners in processing propositional content. A teacher of ESP, training students of Management or Engineering courses, has to motivate students to spend more time on how to make for easy and effective comprehensibility by the audience.

Discourse Markers
According to Michael Swan (1980), 'Discourse' as a term usually refers to 'larger pieces of speech and writing, i.e., stretches of language longer than a sentence. The word insertions or expressions used to structure a speech or piece of writing that provide coherence and continuity in conversations or presentations are termed as 'Discourse markers'. Sticklers for correct and precise usage of language often, dismiss discourse markers as fillers; that they are empty

expressions, fulfilling no semantic role. While it is true that discourse markers may not be integral to the understanding of a text, research from the field of pragmatics claims that their usage is vital to mark logical relations and strategic negotiations during exchanges in many kinds of social as well as professional discourse. In the context of a presentation, the function of these markers is likened to punctuation in a written text, as they facilitate comprehension of long spoken, information laden texts and also convey intonation of key speakers during complex negotiations. Key actors pushing critical business decisions in an organization, aim at being efficient speakers by using terms relevant to the context of utterance, conducive to their interests to pursue strategies during important negotiations.

Discourse markers are poly-functional language units; words or short 'lexicalized phrases' (Schiffrin 2001), that help a speaker to organize his/her message into chunks of information that aid the listener in the process of decoding the information units. Simone Muller (2005) made a list of how discourse markers function. He stated that discourse markers are used to initiate discourse, to mark a boundary in discourse, to preface a response or a reaction, to serve as a filler or delaying tactic, to aid the speaker in holding the floor, and to effect an interaction or sharing between speaker and hearer. On the whole, discourse markers serve two ends: firstly, as elements that serve to connect utterances, secondly, they serve as linguistic expressions, to signal the relation of an utterance to its immediate context.

A crucial part of the semantic plan for a presentation is that a discourse should be recipient-designed. A talk by a presenter is to be constructed in ways which display an orientation and sensitivity to the particular listeners by keeping in mind the presentation's processability (Sacks et.al. 1974:272). Discourse markers can be used to highlight, stress, downplay, reinforce or revise chunks of information during a presentation. Vande Kopple (1985) says a proper appreciation of discourse markers will help listeners to organize, interpret and evaluate the information being presented to them. To put it succinctly, as Briton (1996) says, discourse markers are commonly used to:

     a. Claim attention of the listener, for initiating as well as closing a discourse
     b. Mark a boundary in the discourse, i.e., to indicate a new topic, a partial shift in topic.
     c. Adopt either new information or old information
     d. Express a response subjectively, or to react to the preceding discourse

Deficiencies in student presentations due to improper use of discourse markers
Based on classroom experiences, teachers of ESP have broadly come across three kinds of deficiencies in student presentations:

1) **Insufficient use of discourse markers** – where style of presentation tends to be abrupt, disconnected/disjointed and in extreme cases highly jerky.
2) **Inappropriate use of discourse makers** - where it fails to produce the intended effect often affecting audience comprehension.
3) **Unsubtle/ Overuse of discourse markers** - where the presenter begins to sound as if he is using fillers and overuse of these markers distracts from the content, acts as background

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noise, affecting audience comprehension; the audience may think the speaker lacks content and hence resorting to props.

Methodology

Although, students pursuing professional courses like Engineering and Management spend a lot of time on their learning and are conscientious in completing their tasks and making presentations, they do not often give enough attention to the finer nuances of the presentation. At the outset, it would be a good idea for the teacher to reinforce to his/her students, that communication is a collaborative achievement, where both the presenter and the audience are co-constructing the discourse. For effective communication to take place, the presenter has to anticipate the recipients' knowledge, interest and needs and design a presentation in such a way as to exploit the recipients' knowledge, increase their interest in the telling, and respond to their needs (Sacks et.al. 1974, Sacks 1992). However, in a genre like 'Business Presentation' the relationship between the presenter and the audience tends to be somewhat asymmetrical; the presenter has a greater share in the communication than the recipients.

Initially a short list of some of the most commonly used discourse markers and their functions can be directly taught to the class. Then, the teacher could work with students in small groups and offer them suggestions through personal consultation. By advising them on the need to consider revision and offering concrete inputs on appropriate markers to be deployed at critical junctures of the presentation, the teacher can increase learner awareness on correct usage. Next, during classroom practice, the teacher can encourage the class to be attentive to each presenter's choice of the relevance markers and make a record of the number of markers used. After the presentation, the teacher can invite peer feedback and reflections on what worked well and what did not. The teacher could occasionally model a presentation to demonstrate a purposeful and meaningful use of the markers and then discuss the effect generated with the students.

Commonly Used Discourse Markers:
Some of the most regularly used discourse markers in interpersonal communication include 'oh', 'well', 'and', 'but', 'or', 'so', 'like', 'because', 'now', 'then', 'I mean', 'you know', 'uh', 'anyway', 'yet' etc. However, when using English for a formal purpose like making a formal presentation, the teacher of ESP training students on 'Business English' has to devise relevant exercises to train students on appropriate use of these special linguistic items for improving their presentation effectiveness. According to Michael Swan (1980), the following are some of the useful functions of discourse markers:
- **Linking:** The expressions *talking about, with reference to* show a connection between what you want to say and what was said before. *Talking about*…is often used to break into a conversation. *With reference to* is often used as a formal expression at the beginning of business letters.
  Ex: We have peaked our sales this quarter. You know, we…. –' *Talking about* sales, can you tell me what were the exact figures?

Ex: *With reference to* your query, I am pleased to inform you that…

- **Focusing:** The expressions *regarding, as far as …is concerned, as for* are used to 'focus' attention –to announce what is going to be spoken about. *Regarding* can come at the beginning of a piece of discourse; *as regards* usually announces a change of subject. *As far as…is concerned* can be used in a similar way.

  Ex: Now look, *regarding* those sales figures—I really don't think…

  Ex: … there are no problems about production. Now *as regards* marketing…

   Ex: *As far as* marketing is concerned, I think the best thing is to have a meeting with the sales Manager and the advertising people.

- *As for* often suggests lack of interest, or dislike.

  We've invited fresh tenders from our contractors *… As for* our old suppliers; I don't care even if we don't receive any response from them.

- **Structuring**

  There are a very large number of expressions which can be used to show the structure of what we are saying. Most of these are more common in a formal style, for instance in speeches, lectures, or reports.

  a. **Divisions**

   Firstly, … secondly,… thirdly, … finally,… First of all…   to begin with, ….In the first place,…For one thing, … for another thing, ….(less formal)

   Another thing is,….(informal)

   Moreover,   in addition to,   similarly, as well as that (less formal)   on top of that (informal)

   besides (introducing a shorter argument than the one before)

  b. **Contrast with what came before**

   All the same, yet, and yet, still, On the other hand,   however

   He's not doing a very good job. *All the same,* you've got to admit that he's doing his best

   He claims to be a socialist, *and yet* he has two houses and a Rolls Royce.

   It's not a very nice flat. *On the other hand,* it's cheap. (or still, it's cheap).

  c. **Logical consequence**

   Thus (very formal)   therefore (formal)   so (less formal)

   She was therefore unable to avoid an unwelcome marriage.

   So she had to get married to man she didn't like.

  d. **Exemplifying and excepting**

   For instance, for example, such as, including, in particular, apart from, except(ing) with the exception of, etc., and so on, and so forth

  e. **Generalizing**

   On the whole, in general, as a rule, in most cases, in many cases, broadly speaking, to some extent, mostly

  f. **Clarifying**

   I mean,   that is to say,   in other words

g. **Changing direction**

Now at the beginning of a turn is used as a transition marker, to introduce a new topic and or change the direction of the discourse.

- **Dismissal of previous discourse** : These three expressions *at any rate, anyway, anyhow* are often used to mean 'what was said before doesn't really matter –

  Ex: I'm not sure on what date the project will be finalized, maybe sometime in the second week of February or third week. *Anyway,* we'll certainly be able to submit it before February twenty eighth.

  Ex: What a terrible loss! *Anyhow,* we were able to clear all or stock, that's the main thing.

- **Showing attitude to what is being said:** *Frankly and honestly are often used to introduce critical remarks. I think, I feel, I reckon, I guess and in my view/opinion* (more formal) are used to make opinions sound less categorical or dogmatic –they suggest that we are 'just giving a personal opinion'. *I suppose* can be used to enquire politely about something (respectfully inviting an affirmative answer). *So to speak, sort of (informal), kind of (informal) and more or less* are ways of making an opinion sound much less definite.

  Ex*: Honestly,* I think we ought to take stock of the situation…I really feel we are making a mistake in planning for an expansion at this stage…

  Ex: Now that everybody is here, *I suppose we* can get the presentation started.

- **Showing one's attitude to the listeners:** *After all* is used in persuading; it suggests 'this is a strong argument that you haven't taken into consideration'. *No doubt,* can be used to persuade people politely to do things

  Ex: I think we should think of expanding our services offshore. *After all,* we are a ten year old company now with an established track record.

  Ex: *I'm afraid* the sales figures this quarter haven't been too encouraging.

- **Referring to the other person's expectations:** The expressions *actually, in fact, as a matter of fact, to tell the truth* are used when we show whether somebody's expectations have been fulfilled or not. *Actually, in fact and as a matter of fact* can all be used to say that somebody 'guessed right.' The expressions can also be used to add further details.

  Ex: Yes, the company is doing well. *In fact* it was the best quarter we've ever had.

- All the above four expressions can also be used when we want to say that expectations were not fulfilled.

  Ex: *Well,* to the question, "How are the company projections for the coming quarter?" *Well, actually* not very rosy…

Conclusion

The paper has made an attempt to present an overview of some of the lexico-grammatical devices that are commonly used to mark the relative importance or relevance of presentation points while making a business presentation. On the whole, it is evident that discourse markers

contribute to the pragmatic meaning of utterances, and their use helps in connecting and ordering content for easy and efficient reception of the oral text by the listener. Discourse competence, is thus, one of the most valuable skills that is crucial for a future manager, engineer or a business graduate. Research is still on to find ways on how a discourse in the business environment could be structured in a much more subtle fashion than has to date been discovered.

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