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***PRASAD V. POTLURI SIDDHARTHA INSTITUTE OF TECHNOLOGY, KANURU,
VIJAYAWADA***

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Research Journal Of English (RJOE)

An International Peer-Reviewed English Journal

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ICT: AN EFFECTIVE TOOL FOR ENGLISH LANGUAGE TEACHING

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Abstract:

Information and Technology (IT) is a highly useful tool which benefits both the learner and the instructor using it for many activities related to teaching and learning. Modern technology is developing at a faster pace, the learners and Instructors have to upgrade themselves from time to time of these latest developments. ICT has the potential to cater to the needs of students by providing opportunities to learn creatively. ICT has become an essential part in our daily life because technology has brought in several changes. As language Instructors it is important to understand and adopt the various methods and techniques and also apply them in classrooms. Language Instructors should keep themselves abreast of the current trends to create inquisitiveness among the student community and prepare them for the challenges of the future. This paper focuses on choosing the modern techniques that are appropriate for each particular task, context and learner with a focus on motivation and helping learners become independent and inspired to learn more. It also throws light on how technology can be used in English classes to make learning more interesting and fun for students.

Key Words: Information, Technology, teaching and learning, inquisitiveness, English Classes, Interesting.

Introduction

It has become a major issue in progressive education world and has been used from school through to university that could facilitate Learners and Instructor in teaching and learning process. Every college or organization has used the ICT to facilitate the instructor to teach the Learners in the classroom.

However, the quick development of tools and resources presents both opportunities and challenges. It is also important that the use of ICT is introduced and supported in a sustainable way and in a range of pragmatic approaches that promote lifelong learning.

The benefits of ICT in general

According to Herington, ICT is found to be advantageous in myriad ways, that technology facilitates 1) technology facilitates exposure to authentic language. 2) It provides the access to wider sources of information and varieties of language. 3) It gives the opportunity to people to communicate with the world outside. 4) It allows a learner-centered approach. 5) It develops learner's autonomy.

The appropriate use of technology enables learners to learn more effectively and better realize their potentiality as well as facilitate them greater access learning opportunities and make delivery and management

ICT as an Effective Tool in English Classroom

The Conventional classroom teaching can be replaced by various Electronic gadgets and technology. ICT is of immense use in teaching and learning of English language that caters to Learners of all walks of life. It provides Instructors and Learners lots of creative and practical ideas to create a learner-friendly environment or Learner-Instructor friendly environment. Use of ICT in a Class room as

- Provides highly motivational activities for Learners
- Computer based activities can provide stimulus to creative learning
- More opportunities for Learner Instructor interaction
- Provides an easy access to information

Now a day's Instructor is recognized as facilitator or instructor to impart required skills in various fields of training. Modern Technology allows the Instructor to done the role of a facilitator and a guide, while the Learners take responsibility of learning on their own. An instructor can use technological sources such as videos, PPT's and Interactive virtual Labs etc in a classroom. The instructor should also learn to make best use of the modern tools.

ICT and English Language Teaching

Power Point Presentation (PPT) plays a vital role in present education world. This is a useful and powerful tool that is now being used in English classrooms extensively and effectively. It also helps Learners in enhancing their speaking and listening skills.

LCD Projectors

Use of LCD Projector in a classroom is beneficial for both Instructors and learners. Chalk boards have become a thing of the past with the advent of Projectors in the classroom. It enables Instructors to create bulleted PPT's notes for the class. It is also helpful in teaching language through images.

The World Wide Web (WWW)

World Wide Web (WWW) has become inevitable in the modern competitive era of technology. There are a number of websites on English language teaching and learning which may be used in a class room. They help in improving one's speaking and listening skills at the click of a mouse. Articles, Journals, newsletters ...etc are available on these websites.

Mobile gadget

Mobile gadgets such as cell phone and smart phone which are equipped with programs like computer, which enable it to perform as mini personal computer (PC).

Observation or Findings

ICT appears to offer both advantages and disadvantages. ICT in language learning reduces the intimacy of Learner-Instructor relationship that it may negatively contributes to Learners affective feelings in the process of learning. In case of distance, Instructors can use ICT through video conference to enable them teach or monitor the Learners learning process. However, one can see that many of the technology solutions available in the world of education can lead to confusion among the Instructors on how to choose the right ICT technology solutions. Hence, a few advantages and disadvantages are found. They are:

Advantages:

1. The information required will be more quickly and easily accessible for academic purposes.
2. Innovation in learning is growing in the presence of e-learning innovations that further facilitate the academic process.

Disadvantages:

1. Progress of ICT will also occur of violation of Intellectual Property Rights (IPR) for the easy access to the data that is causing people plagiarize will commit fraud.
2. Although the system of the administration of an educational institution likes a system without a gap, but if there is recklessness in running the system would be dangerous.
3. One of the negative impacts of television is to train children to think short and survive concentrated in a short time.

Recommendation:

ICT is a form of advanced science technology must be optimized function, especially in the language learning process. ICT provides opportunities for Learners in the era of global competition needs to obtain adequate supplies. Through innovative ICT based learning can provide vast opportunities for Learners to sharp and promote proficiency on an international scale. On the other hand, mental attitude and self-reliance in accessing any information necessary learning independently influence the value teaching Learner's character.

Conclusion:

In nutshell, not all lessons can be incorporated into the Internet. In teaching using the Net, learners and instructors have to convince that using the Net adds something new, some real value to our teaching. But also, Learners should be trained to use the available technology efficiently. English language teaching has a very prominent role to play in the development and competency of a learner. It can be broaden their horizons and make them familiar with the various aspects of learning language skills. A learner, efficient and fluent in English can excel anywhere in this competitive world.

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PSYCHO-ANALYSIS OF LEARNER'S IN LANGUAGE CLASSROOM

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Abstract:

Education is a process of growth and development which takes place in students, when they work at it under favorable or unfavorable circumstances. It is a cluster of attitudes, feelings, perceptions, insights, abilities and skills of which the ability to think independently and clearly is of the first importance. No less valuable is the ability to experience life fully and honestly. Knowledge, as far as education is concerned, is a means to this end and not an end in itself. For the student, there is no knowledge until the student involves himself in getting it. Until the student does something with it, it is only a set of materials waiting to be transformed into living thoughts, ideas and attitudes. In other words, knowledge exists as something known by someone. It has no independent reality of its own.

Keywords: language, classroom, education, experience, knowledge

This paper focuses on the concept of motivation is used in the explanation of a great number of diverse behaviors. It is concerned with the arousal, direction and continuance of behavior. It is an omnibus word carrying many different psychological processes as passengers. In education; motivation often has a rather specialized meaning. Motivation is a concept or variable without physical reality; and its measurement is indirect, just as is our measurement of other psychological constructs such as attitudes, interests and values.

Motivation has been of great interest to parents and deep concern to teachers. Both parents and teachers want their children should learn well. Their deep anxiety is how to stimulate in children a desire to learn, and if once this desire is stimulated, how to Nurture it and sustain the same. In other words, the major concern of the home and school is how to motivate the pupil to learn how to arouse his motivation towards school and the Learning that is imparted in it. It is

mentioned that motives do form an organized and unified system. But men's motives are based on his wants and needs. Therefore, the concept of motivation does imply some kind of internal drive force in the organism itself. This drive can have either a positive or negative direction. Wants, needs or desires indicate positive direction; and/or desires indicate positive direction; and they imply the individual's learning towards the achievement of some object, position or goal. The "negative directions" are indicative of fears or aversions that the individual feels and he tends to move away from the achievement of a certain object, position or goal.

Motivation of students towards the school is to be interpreted in terms of academic achievement. High motivation leads to better learning and high academic achievement. Some positively, motivated youngsters seem to draw most heavily upon forces existing within themselves to enhance their learning. They feel adequate, unthreatened and secure. Telling is not teaching, listening is not learning and seeing does not perceive. So, without some theory of motivation and ability of the teacher in motivating the pupil, no matter how elementary, the teacher will have no guidelines to alter his behavior or to develop new ones to fit the teaching-learning process.

Some pertinent questions asked by many people are these. (a) Why do children dislike their schools? (b) Why are they not interested in going to their schools? (c) Why are the schools not able to attract their students towards them? In other words, why is the pupils' motivation low towards the schools? What are the factors of pupils' motivation towards schools? What happens if their motivation is low? In order to find out answer to the questions, Frymier conceptualized the theory of pupil's motivation towards schools, standardized the tool for measuring pupils' motivation towards school and contributed a significant chapter in the concept through the special issue of his "Theory into Practice" Journal (1970).

It assumes that highly motivated children are attracted towards the whole world of ideas according to their own personality and sense of values. This assumption is based on quite a number of researches. The degree to which they are motivated towards learning by the teacher is directly related to their openness to experiences their personal sense of adequacy and the things they cherish. Proper motivation by the teacher gives both direction and intensity to behaviour. Motivation to learn in school gives direction and intensity to student's behavior in a school situation. Motivation relate to the 'why' of human behavior, what people do, 'how' they do it and 'when' or 'where' it is done are all important but 'why people do' and 'what they do' are the motivational questions.

Motivation gives both direction and intensity to behavior to beg the question what is motivation? To be more precise we have to say that motivation is that which gives direction and intensity to behavior. And motivation to learn is that which gives direction and intensity to

human behavior in an emotional context. And motivation to learn in school is that which gives direction and intensity to students' behavior in a school situation. Motivation is an inferred construct. Intensity implies possible variation in terms of degree of effort or energy put forth to attain the goal. Motivation to learn is complex and elusive. So, teacher's role to motivate the pupil to learn is unique and inevitable, the degree of learning depends directly on the motivational abilities of teacher. In this context, certain pertinent questions struck the mind of the Investigator.

Teaching is a comprehensive phenomenon which constitutes thinking, planning and practice along with decision making of teachers. Every successful educational enterprise requires an optimum utilization of human capabilities available to the system. Consequently, every such enterprise or activity needs periodic assessment and review. This has to be followed by search for better conceptual understanding, implementation strategies and practices. While it will be necessary for the teachers and teacher preparation systems to ensure regular acquisition of new skills and up gradation of existing skills. The assessment of performance of teachers shall also remain an essential precondition for enhancing the efficacy of educational processes. Teaching is to assist in the development of adoptable, rational, creative and cooperative individuals, who are capable of coping with the world in which they live, who are prepared to be productive citizens in the world of tomorrow and who possess an awareness of moral, spiritual and social values.

Teaching is to develop students, who are capable of and dedicated to be life time learners. This means helping them define their most pressing needs and interests and problems and also help students to develop competence, autonomy, purpose, integrity, interpersonal relationship, identity and management of emotions. To achieve these basic objectives of teaching the teacher will have to develop certain personal qualities. A teacher cannot expect to awaken in his students a lively response to something that he does not really get excited about himself. He cannot arouse interest in his students for anything in which he has no great interest in himself. His primary responsibility is to stimulate the quality of imagination. In his classes, he has to spark the imagination of his students, and this he can do by introducing novel ways of looking at the world.

Accordingly, he has to spend more time raising questions, and encouraging students to raise them and less time "presenting the subject". Teachers are the persons from whom society and the nation expects a lot. They are the makers of the pillars of the nation. They have the responsibility of molding and motivating the students, according to the requirements of the society and the nation. Teachers must have special qualities of leadership. Only then can make their students become leaders in the future. As is the teacher, so are his students. Above and beyond the personal qualifications, professional experience and the qualities of leadership, the

work of the teacher's demands that they can be competent in self-direction possess patience and perseverance, be experiment minded and well adjusted to themselves and to others.

A teacher enters the class. A good teacher enters into the heart of students, and a missionary teacher enters the very life of the community. To become a missionary teacher, one apart from the main work of teaching should willingly come forward to guide and counsel his students.

So to have this one has to become a teacher. But to become a teacher one needs this, it looks like a 'vicious' circle.

Knowledge is more important for a teacher of a postgraduate class. The students of the class are filtered stuff and they need more information than mere presentation. In a school classroom teaching has to be a dialogue and not a monologue. The aptitude for teaching too can be decided only by the persons themselves. One has to decide to become a teacher out of sheer interest. Only those motivated to the teaching profession opt for it. The motivation sets in early. sitting in a poor teacher's class experience might dissuade even those with possible aptitude for the profession. Similarly the student's aptitude to learn is well influenced by the classes he sits in and the teachers who teach him from primary school to college.

So, we must be clear about the specific objectives of teaching English or the methods to be adopted to make English teaching more meaningful and effective.. In framing a heavily content based syllabus academician seem to be acting on the assumption that teaching literature will automatically help the acquisition of language skills. While the aims of teaching literary master pieces are high and noble the achievements continue to be low.

This aspect is to be more carefully dealt with for suitable and fruitful solutions. Therefore, it is our responsibility to find out the areas of lapses. So, there is a need for undertaking a study on various aspects of language teaching standards. In teaching learning process, teachers should have apt level of Motivational abilities; Competence²⁴and Aptitude for the profession i.e. a teacher should enter the profession by choice not by chance. Teacher who enters by choice will have the qualities like proper motivational abilities, required level of competence and judicious degree of aptitude for the profession. The learner should have strong inclination towards learning and that in turn depends on how best the teacher is at his motivational abilities, competencies, liking his profession, etc., The present study is a humble attempt to find out the extent of the influence of teacher's motivational abilities, his competence or command over the language and his predilection or aptitude for the profession, over his language teaching ability.

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THE ART OF COMMUNICATION

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Abstract

‘The art of communication is the language of leadership.’ True leadership always requires that one be skilled in both the written and especially the spoken word. Some are born with the physical ability to talk while others make conscious efforts to develop and refine this skill. It has the power to build nations and break human relationships. One can change the world by changing words. This paper makes an attempt to study the purpose of communication and highlight various strategies to master the art of communication.

Keywords: Communication, Information, Language and Skill

Introduction

Communication is an art. An advanced artist utilizes a variety of tools and paints to create his master piece appealing. In the same way, those who aspire to master the art of communication should be aware of a variety of tools to communicate effectively. Students, teachers, scientists, researchers, managers, sales and marketing executives and administrators need the art of communication in the course of their everyday work. There are a number of means of communication. But language is the most widely used instrument for communication. Mastering the art of communication ensures success in social, academic and professional contexts.

Communication can be broken into two main types namely verbal and nonverbal. Verbal communication requires the spoken word (obviously) whereas nonverbal communication involves gestures, facial expressions and pictures. The goals of communication are to give or exchange information, to update the audience about a subject and to persuade the target group to do something. Communication in any language mostly depends on speech. This is true of English language too. Choice of words, wealth of vocabulary and articulation of the sounds form the

basis for intelligibility. This paper examines why art of communication is useful to meet social, academic and professional expectations.

Communication for Social Purpose

Communication is the primary goal of human existence. Social needs like these arise in every relationship-with friends, colleagues, family members, lovers, spouses, and even strangers (Communication: Goals and Approaches). We chat pleasantly with neighbours, shopkeepers, fellow passengers on the bus or plane. We discuss the weather or current issues with close friends. Sometimes communication can be on anything and it can take any turn. Face to face communication isn't the only way people maintain cordial relationships. Telephone conversation, e-mailing, SMS and online chat are some of many ways that acquaintances and strangers communicate. A majority of internet users expressed that technology had a positive impact on their ability to communicate with family members and make new friends. This ability to communicate can bring people closer by minimizing the perception of differences due to gender, social class, nationality, ethnicity and age.

Communication for Academic & Professional Purpose

Academic world has a long tradition of organising seminars, lectures and conferences but now these have become common in the professional world also. Language is one of the most prized possessions of man in the globalised world. It acts as a repository of wisdom, a propeller for the advancement of knowledge and a telescope to view the vision of the future (Developing Communication Skills).

Success as a student will largely depend on his/her ability to communicate to peers, fellow researchers and teachers. Learners are required to participate in conversations, debate, group discussions, presentations, interviews all of which demand mastery over communication. Unfortunately, in academic territory, many students are grossly deficient in English language skills namely Listening, Speaking, Reading and Writing. English course materials and language laboratory aim at equipping the learners with language structures that will help them knit well-crafted academic communication. Learners are given opportunity to practice their communication skills and receive extensive feedback from their facilitators. Students are trained to draft letters, write reports, give presentations, and are engaged in various other communication exercises.

With the rapid industrialization and economic growth in the country there has been an enormous increase in the number of professional bodies. As a professional one has to write dozens of reports, e-mails and letters daily. Though written communication is a means of contact between two individuals, it establishes a relationship between two organizations. Professionals are expected to achieve the objectives of their organization by conveying authentic information to the target group in the form of letters, e-mails, reports, presentations etc. They create or

cement friendly relationship with customer or another organization. To communicate effectively, a professional requires a deep perception of human nature, a clear understanding of psychology of man, a discerning eye to judge the attitude of the respondent and the ability to anticipate the reaction of the receiver. True leadership always requires that one be skilled in both the written and especially the spoken word.

Strategies to master the Art of Communication

The need to inculcate the art of communication has gained greater importance. The following are some of the strategies for attaining the art of communication.

Choice of Words

Words play key role in communication. They have the power to build nations and destroy humans. Some utilize this force constructively with words of encouragement, and others destructively with words of despair. **“Words have enormous energy to heal, to hinder, to hurt, to harm, to humiliate and to humble.”**

Considering the power of words, **one must discipline oneself to speak in a way that conveys respect, value, admiration, gentleness and humility.** One of the clearest signs of a moral life is right communication. Perfecting our speech is one of the keystones in acquiring the art of communication. Before speaking one should take a few moments to consider the impact they may have on the listener/s.

Expanding Vocabulary

A great vocabulary is just another essential tool. Vocabulary can make our written or oral communication more powerful and more effective and help us say exactly what we mean. This indispensable tool would certainly help us choose the best word for every job and avoid vague words. Building our vocabulary is one of the easiest ways to improve the art of communication.

Watching videos with subtitles in English will be helpful to improve one's communicative skills. Subtitles are defined as the printed translation or the textual versions of the dialogue in films and television programs that we read at the bottom of the screen when we are watching a foreign film (Canning-Wilson & Wallace, 2000). Subtitles can either be screen play of a dialogue or transcript or commentary in films, television programs, and usually displayed at the bottom of the screen. Movies are the all-time king of entertainment and watching them is one of the best methods for acquiring the art of communication. One can pick up many expressions and new vocabulary, a genuine accent, as well as the non-verbal communication that goes along with everyday conversation. Through watching videos with subtitles, one can learn while enjoying.

Reading

Learning how to build a better vocabulary can be a pleasurable activity. Reading newspapers, magazines or books can bring about a rapid improvement in one's vocabulary skills, which in turn can increase the ability to communicate by writing, conversing, or making speeches. Unfamiliar words are often ignored by readers. Readers need to take a closer look at them and try to guess at a word's meaning from its context. Referring to a dictionary to look up the word's meaning may slow down the reading, but improve our understanding of new words. Acquiring a large vocabulary will enable the speakers to understand others' ideas better and to have the satisfaction of getting his/her thoughts and ideas across more effectively.

Intonation

Intonation is a meaningful feature of communication. It is like a tune or melody in the voice, used to express different shades of meaning.

In order to keep the attention of the audience intact we should vary our intonation. Speaking in a monotonous mode would bore the audience and the speaker as well. On the other hand, if the person uses excessive pitch changes or too many stress points, their speech may sound unnatural or awkward. They may also be perceived as lacking experience or maturity. As a result misunderstanding occurs. Thus, learning to apply the intonation pattern native to the

Listening

Listening is the key to a healthy relationship. Listening to others means entering into the world of others, to intend to understand them, even if we disagree with their opinions. By becoming a better listener one can avoid conflicts and misunderstandings. But we are often half listening, waiting for our chance to speak and wanting to make our point. Attentive listening is necessary for personal and professional success.

Body Language

It comprises of the gestures and movements we make of the different parts of our body when communicating our personal feelings, emotions, attitudes etc. Most communication is accomplished nonverbally and yet we tend to ignore that aspect of communication. Smile on the face reflects confidence. Eye contact builds trust. A firm hand shake improves the quality of an interaction, producing a higher degree of intimacy and trust within a matter of seconds

Conclusion

Art of communication has gained importance in the spheres of education and work, and is closely linked to career and personal growth. Some are born with the physical ability to talk while others make conscious efforts to develop and refine this skill. Relationships grow and

blossom when we master our communication techniques. By acquiring the art of communication we can take part in conversation, debate, group discussions, interviews all of which are necessary for a successful career and life.

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PROFESSIONAL COMMUNICATION: A PATHWAY TO SUCCESS

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Abstract:

Human communication is a process of understanding our experiences and the experiences of others through the use of verbal and nonverbal messages. Communication is an essential skill in both personal and professional contexts. According to Gilbert Amelio CEO of National Semiconductor and Apple Inc., "Developing excellent communication skills is absolutely essential to effective leadership. Effective communication is essential to get success at work place. It is a complex process consisting of many elements but they pave the way to one's successful career. This paper throws light on the professional excellence in the work place with effective professional communication.

Keywords: building relationships, strengthening connections, organizational communication and balancing work and life through communication

The purpose of communication is to inform, to persuade or to entertain. However the chief concern of professional communication is to establish the credibility and the good will, positive and productive relationship with others. We communicate to satisfy the needs of work and non- work lives. Studies indicate that we spend typically 60-80 % of our time involved in communication. Of 116 students survey at South-Western University 97% agreed that communication is a valuable skill and 88% see themselves using oral presentation skills in their career(Mallard & Quintavilla,2007). The term professional communication refers to the various forms of speaking, writing, listening and responding, carried out both in and beyond the workplace, whether in person or electronically. Communication basically involve five levels namely, 1) Intrapersonal communication 2) Interpersonal communication 3) group communication 4) Organizational communication and 5) Public communication.

Building Relationships:Communication is an effective tool to build the relationships in work and non-work lives. To build good and healthy professional relationships, first we need to understand ourselves. Intra personal relation plays a key role in developing a positive perspective

towards one's own life and others as well. Awareness of oneself is important foundation of effective communication. It develops accurate perception in understanding us and others, therefore building relationships in professional life. Self awareness can be achieved through self introspection and reflection of our own strengths and weaknesses. How we manage our life, guides others, take charge, perform the tasks and behave in relationships decides our professional excellence. The effective use of our strengths and identification of our weaknesses will help us discover our true self. Professional life is complex and we need to work with people of different cultures. Hence understanding oneself leads to understanding others.

To excel in one's profession, one needs to acquire interpersonal communication to build the relations at work place. Interpersonal communication is the creation of significance as people interact with each other. It is a powerful skill that will help us to develop in the workplace. It is an informative communication which occurs between two people. It is something we must be aware of and always seek to progress. There is always a call for interpersonal communication to connect and relate to people, whether they are colleagues, leaders or clients. In addition to this, interpersonal communication helps us to handle the conflicts and difficult people. Nevertheless spending long time at work place chances interpersonal communication at work concludes in intimacy. Communication scholars Anderson, Guerrero and Jones (2006) explain, intimacy is defined as 'an experience consisting of felt emotions and perceptions of understanding, or as a relationship that is characterized by affection a trust(p.206). However in order to develop professional excellence in the workplace, we must have clear understanding of the line between personal and professional relationships as well as what continues professional versus personal communication.

Professionalism is the demonstration of characteristics linked to an individual who possess the skills necessary to do a job well or is a professional, not an amateur, or an unskilled person. Many times, we do not realize that the way we communicate with others may be a direct reflection of the job we do. Due to the increased independency of people around the world and the miscellany at the work place, successful communication is required. Recent changes in the work place demand better interpersonal communication to build the relationships. It is important to enhance our interpersonal communication for the following reasons

1. Our ability to communicate or relate with the people is the key factor to achieve professional excellence.
2. It helps us form professional connections with co-workers, leaders and clients.
3. It provides a supportive social system that will increase our job satisfaction(Karl&Peluchette2006)

To enhance interpersonal communication at work place ,we need to follow four keys. The first key is to 'know you '. We should examine our strengths and weaknesses related interpersonal communication, set a goal to achieve impression and should be mindful of our communication decisions at work. We should avoid commenting people about their personal life and improve both verbal and body language in service encounters. Lack of smile and tone of voice could be improved. The next key is to 'Evaluate the professional context'. Our evaluations of audience and workplace context lead us to improve interpersonal communication. As a result our colleagues will appreciate our contributions to the work culture and realize your passion towards your profession. The third key to improve our interpersonal communication is called 'Your communication interaction' to be more genuine with colleagues. Good eye contact and active listening skills will develop our communication interaction. We have to be conscious about what we communicate both verbally and non-verbally. And the final key is to 'Set back and reflect'. We should be more open on reflecting our interpersonal communication with others. It strengthens the connections at workplace. Positive attitude, active listening, respecting others views and being professional can make us a better employee building relationships to acquire professional excellence.

Strengthening Connections:

Group communication or Team communication plays major role in strengthening connections among the team to contribute their best to the organizational development. It occurs among more than two people generally in a small group which aims to achieve greater output through cooperation of several professionals than produced through an individual effort. It would achieve better solutions for the organizational problems. Group communication in a professional organization leads to group decisions that are superior to individual decisions. This process motivates members, improving thinking and assist attitude development. This process brings out the leader from the group. "Leadership is a relationship based on mutual influence and common purpose between leader and collaboration in which both are moved to higher levels of motivation and moral development as The ability of a leader is to work towards the goals of group and individuals. It is often critical to group's success. Leadership can be shared among the group and also be rotated both formally and informally. The ability to relate with the other people is central to achieve professional excellence. Team communication helps us to form professional connections with colleagues and accomplish professional prospects. Ability to work effectively in a team is decisive dexterity which will lead to success as we germinate in the work place. Conducting meetings, decision making discussions and problem solving process are pivotal in group communication. However, smooth-functioning of group communication cannot be possible all the time. There may conflicts at times where team should stay professional in

managing emotions. We should take the conflict as an opportunity to understand each other and strengthen connections. Communication is the important aspect of successful team work.

Organizational communication:

To excel in a new position, we must learn the unique work culture of the organization. Taking time to learn the organizational culture enables us to be a good communicator. In today's world, knowing the diversity at work place is important. It helps us to be aware and sensitive to the differences between ourselves and others in order to succeed in any professional organization. Our ability to communicate when encountering difference will be an essential component of professional excellence. Getting to know the work place will foster positive relationships. We can develop professional relationship with the people of different race, ethnicity, religion, gender. When an individual communicate with the goal of mutual respect; cultural tension, misunderstanding and conflicts in the organization can be avoided. Professional excellence is impossible without acquiring cultural competence, sensitivity checking with regard to colleagues and reciprocal respect. Communication flow in an organization depends on different ways that the organization follows. It can be divided into two types. The first one is 'Formal communication network' and the second category is 'Informal communication network or grapevine'.

The first type of network follows company's formal organizational chart that is created by the management of control individual and group behaviour, to achieve the organizational goals. It is often dictated by the cultural, political, technical and economic environment of the workplace. It creates certain behavioural patterns to accommodate social and psychological needs. Formal network communication can be done in three ways namely 1. Downward communication (from supervisor to employee) 2. Upward communication (Employee giving feed back to supervisor) 3. Horizontal / lateral communication (Interaction between organizational units on the same hierarchal level (Lehman, Dufrene & Sinha 2006).

Informal communication network or grapevine is also called rumour mill. It is best known for informal system. It includes gossips and rumours but it can be professional by avoiding personal talks. Talks during coffee breaks & lunch periods are the places where grapevine often takes place. This is a spontaneous process and operates within the premises of the organization. It is the fastest way of networking which is inaccurate in some cases. It is believed that one should avoid grapevine in order to achieve professional excellence. In contrast, the study by Hellweg (1987) says that the information found through grapevine is more efficient and more accurate than the information shared through formal networking channels. Because it

allows people to speak unswervingly and there is no chance to modify the message as it moves through several people in the formal communication network. Even though we are using informal communication network, we should remember to communicate with professional excellence. We should not disrespect any one while we are communicating through grapevine.

Balancing Work and Life through Communication:

Achieving work –life balance is important chiefly because it can create positive influence on our professional excellence. Any imbalance between these two can create a negative impact on the way we communicate. The frustration at work place effects life outside the work place vice-versa. Moreover work-life balance fosters meaningful and successful relationships at home and at workplace. We must balance work and life to sustain professional excellence. “Work-life balance is the accomplishment of role-related expectations that are negotiated and shared between an individual and his or her role–related partners in the and family [life] domains”(Grzywacz&Carlson,2007,p.458). Research suggests that the lack of work-life balance, generally defined in terms of amplified family conflict, may be detrimental to personal health and organizational performance (Byrne 2005; Grzywacz&Carlson, 2007,).

In short , work-life impacts individual lives and the organization. Work-life balance is connected to better commitment, job satisfaction and professional engagement. When balance misses it leads to abuse sick leave and perform poor on the job. But balancing life and work is not easy. However striving for balance will promote better communication at work and at home. As a part of professional excellence, it is necessary to know ourselves and in order to understand how the sources of imbalance are influencing our communication and well being. Furthermore, many strategies that can help us to obtain balance are communication strategies. Only through effective communication we can find work-life balance and once we find that balance, it will certainly improve our professional excellence.

In Conclusion we can say that , to communicate effectively especially to communicate professionally we must realize that we are all different in the way we perceive the world. If we use this understanding as a guide to our communication, undoubtedly we can achieve professional excellence.

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STRATEGIES TO ENHANCE LANGUAGE LEARNING

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Abstract:

Language is the most effective means of communication. Although other living beings can communicate through sounds and movements, it is the human beings that possess a refined form of communication, at a highly sophisticated level. Language is the superior code that the humans use to express their ideas and feelings. The complexity of the human language calls for awe and astonishment and it is amazing that it is a unique human trait to use this language with all its intricacies. Researchers have proven that every normal child picks up thousands of words quite spontaneously and learns the syntax required to combine them and communicate for a wide variety of purposes including totally abstract concepts. It is found that at the period of "language explosion", usually sometime around two to three, children acquire up to forty new words of speech per day. This occurs without any formal teaching, and across the broad spectrum of human societies, so it seems that the ability to learn a language is something that only humans possess.

At the global level, English is expanding as a language for international communication and therefore it is the 'lingua franca' of the world as a whole. The need to learn this language is deeply felt by all. With the IT revolution where most of the software and operating systems are being devised in English, and the spread of multi-national companies that absorb, from any corner of the globe, skilled people who can communicate with the entire world with a common language, English has emerged as a new value-based utilitarian language for oral communication.

Key words: communication, value-based, emerging trends.

Throughout the world today and especially in the developing countries there is a great necessity for people to speak English well. By virtue of its communicative and educative value, English continues to be the world's most important language. Thus, out of sheer passion for this language, if not out of the demand for it, English is used all over the world. As a matter of fact, in many countries secondary and higher education is taught through English as the medium of

instruction. Globalization has necessitated that everybody who needs a placement with a handsome pay should have at least a basic knowledge of English. The basic knowledge here invariably implies that they should be 'fluent' in English, in fact, proficiency in English.

According to a set of linguists, whose assumptions of language are based mostly on psychology, language is nothing but 'habit formation'. They underline that a language is better learnt through use, and through consistent practice. They believe that if one is exposed to the use of language extensively, then the language learning will also be better and faster.

Communication involves comprehension and production, of spoken and written language or, in terms of the user's activity, listening and reading, speaking and writing. Each of the four modes or skills of communication has its own distinctive properties, which affect the way language is expressed. Researchers have proven that human beings spend 70-75% of their day in one or some of the four types of communication, divided up as follows:

• Listening - 42% • Speaking - 32%

Reading - 15% • Writing - 11 %

This shows evident that one spends much time in a hearing/listening mode. Frequently one is called upon to make decisions based on the verbal information and data one receives. Thus the majority of one's formal and informal education involves a greater part of one's auditory sense. Thus, in the process of becoming a 'competent' speaker or communicator as such, one needs to be primarily a good listener. This has also been reiterated since time immemorial by language researchers. There cannot be any difference in opinion in accepting the fact that the first step to communicate effectively is to become a good listener. It is being fast realized that listening skills are as important as speaking skills. This is because no face-to-face communication is powerful or even possible unless these two skills are developed hand in hand, giving equal emphasis to both. The whole conversation becomes meaningless if one interlocutor is unable to respond to a question or even a statement by the other.

Listening, in the context of language, is the very first skill that helps learners acquire the ability to communicate. One can even argue that it is the only skill that remains important throughout one's life, both physiologically and psychologically. As such, listening is much more important than one may think it to be, since it is a vital communication skill. Listening provides one with most of the information one needs to do one's jobs. One's listening skill does have an effect on one's relationships with other people at all levels and areas of one's lives.

Speaking linguistically, listening is the first skill which is a part of linguistic intelligence. It is also the first skill that the foreign language students are trained to use by any language trainer. In a language course or class, listening starts from the very first day, where learners will listen to the teacher speaking in the target language. Effective listening evokes questions and response from the listener. Just as reading effectively is reading with comprehension, listening is hearing with comprehension. A good listener is generally a good learner. A good listener is usually more self-confident and has a positive attitude to his/her learning Endeavour.

One of the most important social skills that an individual can acquire is probably to learn to be able to listen to others. It is through this mode that one learns a lot about the people one deals with, as well as obtains information that one might find necessary. It is not always easy to be quiet, to really listen to someone. However, given a chance to hone this skill with appropriate instances, this skill is worth developing.

Speaking about a language that enables one to communicate with the entire world, it is the English language that comes to one's mind. This language has grown leaps and bounds in the recent past and more and more people want to learn English now, than ever.

Listening and putting what has been heard into their own words in the second language is a fundamental requirement for a language learner. In general, listening is the key to learning in classrooms. It is important that listening should not be confused with the physical experience of hearing, which is the first step only in the complicated process of listening. Also, it is crucial to recognize any hitch in this process and to attend to that immediately. Problems like these with the language learners are inevitable but it is the accountability of the teacher to explore the remedies for all these problems by means of creative planning, careful choice of resources and personalized learning programmers.

Teachers have a particular responsibility to foster and develop speaking and listening skills of the second language learner. Sometimes, it is as simple as giving simple instructions (in the target language) to the students inside the classroom that can play a vital role in making them speak in the target language, here English. Listening and putting what has been heard into their own words in the second language is a fundamental requirement for a language learner. In general, listening is the key to learning in classrooms. It is important that listening should not be confused with the physical experience of hearing, which is the first step only in the complicated process of listening. Also, it is crucial to recognize any hitch in this process and to attend to that immediately. Problems like these with the language learners are inevitable but it is the accountability of the teacher to explore the remedies for all these problems by means of creative

planning, careful choice of resources and personalized learning programmes. Teachers have a particular responsibility to foster and develop speaking and listening skills of the second language learner. Sometimes, it is as simple as giving simple instructions (in the target language) to the students inside the classroom that can play a vital role in making them speak in the target language, here English.

The possible barriers to listening, at the surface level, and the feasible remedies have also been dealt with. It has also been suggested that in the light of multiple abilities of the learners, the very process of teaching / learning listening skill can be enhanced to a greater extent, than it can be done otherwise. This is predictably successful mainly due to the fact that the more the learners are involved in the process of learning, the better the learning outcomes are. Since learning a language aims at speaking that language, listening to all forms of that language becomes crucial and inevitable in the process. This part of the research thesis presents a detailed account of 'speaking' as the most desired skill in the course of language learning, to achieve which, any measure is open to be tried. This chapter also suggests that the students be involved in using that language by means of activities, which are designed to suit the multiple abilities or 'intelligences' prevalent among the learners in the class.

Developing the speaking skill of the learner can be interpreted as also developing the overall personality of the learner. Therefore, speaking activities have an overall aim of developing the confidence of the learner, instigating his desire to learn and speak that language and to reinforce one's ability to use that language. This is done with an underpinning of the need to use that language appropriately and effectively, according to the demands of the situations.

Listening and speaking play central roles in language acquisition and development. They also represent two of the most difficult components of the English language for ESL learners to acquire. Listening is the ability to understand speech. Speaking is the act of communicating through speech. Both are vitally important in human relations and international relations, leading to academic and business success. In recent decades more research has been done in the areas of first and second language acquisition. Findings have influenced second language teaching and have resulted in the development of new methods which emphasize listening prior to speaking, reading and writing, especially in the initial stages of learning. This is in keeping with the changing social and political purposes for learning a second language.

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A COMPREHENSIVE STUDY ON TECHNOLOGY BASED LANGUAGE LEARNING

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Abstract:

Language is the source of knowledge. Every culture is known by its language. Richness of a language considered as the richness that particular culture. Without language it is difficult to imagine present world. Since the beginning of human civilization language is the only source of exchanging knowledge and ideas. After the invention of wheel and transportation system people happen to meet people of different cultures and different languages. They respected each other's culture and shown keen interest in their literature. Language is the only source to gaining knowledge. Culture, beliefs, values and social structure of particular group of people can be studied through the study of language.

History proves that when men started using signs and sounds to communicate, this world got the gift of change. This paper discusses that Development is possible by sharing ideas and for that common language for communication is essential. Due to technological development there is a dire need of common language which can connect people of different languages. So a platform can be provided to the people of globe for sharing their ideas. Due to colonial past of Englishmen English language exists almost in every country of the world. Hence it can serve the purpose of mankind and in near future there is no substitute of English.

Key words: culture, human civilization, knowledge& technological development.

In every nation thousands of people which include students as well as professionals are learning English. When billions of people want to learn English as a second language they require some additional and nonconventional help from educationalists. Teaching a second language is a very challenging task for teachers because they have to adopt a new teaching method. A second language teacher requires systematic training to teach verity of learners. This research has potential to bring solution of many such problems. The dream of technological advancement came true with the help of language.

This paper checks feasibility of the use technology for language learning. It is a study how we can teach English as a second language easily with the help of computer technology. In many foreign countries language laboratories are in use and they are of great help for second language students. This research shows a new direction of teaching English. In some institutes there are language laboratories but due to lack of proper training and knowledge labs are very rarely used. For English teachers this research opens new doors of successful, effortless and meaningful teaching. It also clarifies how to use lab properly. It suggests more efficient teacher is necessary for conducting lab sessions as one has to deal with teaching as well as technology.

The purpose of language labs was to avail students listening exposure to the language they were studying..

Like technocrats are making user friendly products teachers have to teach in learner friendly way. After the strong recommendation of AICTE and NACC many colleges set language labs on their campus but plenty of them remain unused due to lack of skilled trainers. In 21st century mankind is moving to perfection. As we know small things bring perfection but perfection is not a small thing. Training is the only way to develop good professionals. For over all development systematic instruction is very important.

People are developing their business worldwide, for that they require manpower with some special ability. It involves good command over international language like English, proper personality, soft skills and communication. With the medium of language lab it is possible to avail all this skills under one umbrella. Here one can get training according to one's need. A trainer can train a learner about some gestures to use while communicating, some nonverbal communication and greetings which are used in different part of the world. Writing skill can be easily improved and letter writing, resume writing, making proposals and other things can be improved which are professionally helpful. Most global organizations value workers with a good basic education and qualification and at the same time they place greater value on people who are technically strong while well grounded in the soft skills.

Language lab is not limited only for language teaching. There many benefits of establishing a language lab. It can train learners in the fields like soft skills and personality development also. It has been observes that many young graduates remains unemployed due to lack of professional skills.

At present mobile technology for language learning is also accepted by the Educational institutions. It's called MALL Mobile Assisted Language Learning. Educational institutions

welcomed technology for language teaching. They used various software prepared by software companies and use for class teaching.

Language lab can offer paperless and mobility of all types of data. Trainer can keep a record every aspect of English language learning. Teacher can prepare learning material or exercises. For this one can use internet and make material more colorful and visual. After preparing we can use this material for very long period of time. We can get it printed with desired edition at any time. It is also easy to edit this material or share any material with learners or fallow teachers. In traditional class it is very difficult to share images and audio. In language lab with the use of internet and e-mail it is also possible to spread knowledge easily and instantly. We can put forward our views or problems to subject experts and get it solved. In this way it is cost effective as well.

Language lab makes a bee line for learning English. It cannot replace language teachers. Lab can work as a supplement but not as a replacement. Mostly language lab is being accused as learner's domination. Latest features of lab provide learner freedom but at the same time it also gives ultimate authority to trainer. Trainer can broadcast audio question or audio clips to give listening practice. In the same way video broadcast is also possible. If learner needs practice in any particular area of language trainer can also give relevant exercises to one. Exercises maker and Assessment maker option help trainer to evaluate learners by forming multiple exercises. By these detail we can give learners controlled freedom to develop their all language skills with the expert guidance of trainer. Further we can simply point out some outstanding features of language lab as following.

Clarity: Lab helps in making the ambiguous subject clearer by its advance functions. While learning a second language learner finds many aspects of foreign language very queer or odd. It is very important to present these surprising features in a systematic way.

Productivity:The most striking feature of language lab is its productivity. Compare to traditional class lab is very effective hence it is productive. Lab gives more output and gives efficient result. Trainers also considers if as a productive way of teaching English.

Rapidity:It is a speedy way of learning. Individuality provides the learner focused learning. Audio and visual support always works an accelerator which bestows lab rapidity.

Connectivity:This trait of language lab makes it global. Internet helps learner to get connected with the world. Learner can explore the subject more. It also helps in getting the counseling of experts. **Learner friendly:** There are several types of learners that we discussed in chapter four.

Teacher can identify the type of learner and can assign the task accordingly. Lab has everything which learners look for.

Flexibility: The word flexibility notifies that learner can use lab as per ones convenience. Unlike traditional class there is no time constrain. We can access lab at any time and for longer period of time. **Durability:** In other words we can relate it with long lasting memory. Lab sets a solid foundation of knowledge which stays with learner considerably.

Modernity:Language lab is a latest way of teaching English. It gets updated time to time and provides most recent development of the subject. Lab can be a smart choice to learn language in a modern way.

The final step of teaching learning process is evaluation. It must be in the format in which we teach students. Earlier teacher used to take oral as well as written test. So a learner get chance to present his knowledge clearly either in written or in oral form. When we teach a second language we need to check all four skills of that language. It is very difficult in conventional class. Whereas we teach second language on computer so how can we evaluate them on paper? It is not possible as well as practical to take listening and speaking test one to one. The question for a trainer is that, how to make a compatible computerized test. Computerized evaluation is only possible with some technical support. To evaluate this point I can say that this research field is a newly planted sapling which requires water by educators, fertilizer by technocrats and love and time by young researchers.

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DEVELOPING COMMUNICATION SKILLS THROUGH SHORT STORIES

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Abstract:

This paper focuses on Developing Communication Skills through Literature. Literature mirrors life which shows culture, ethics, morals and human values. As literature is the base of the language, cannot be differentiated with one another. English language today has evolved around the primary importance and possibility of communication skills helps them to acquire jobs, promote business interests or provide various forms of entertainments. It also strengthens the misconception of teaching English language without any affiliation with its literature. English is needed for special purposes for the understanding of scientific, technical vocabulary and day to day life. Most of the people consider literature as a separate subject that has nothing to do with language learning. This paper investigates and analyzes the extent and importance of literary discourse in developing English language acquisition. A group of sixty B.Tech Students of first year has been taken in the Language in language Lab as a part of their curriculum in Gudlavalleru Engineering College. This paper aims to motivate the students to enhance their language, reading and writing through short stories like *Morning Bells* and *The Power of A Plate of Rice*. Literature develops student's interest in developing their communication skills. They can relate literature stories to their practical experiences. They try to learn in a more creative way and enjoy the classes with short stories. They not only learn comprehensive knowledge on literature which is provided in the lessons but also develop human values and morals related to the concept. Group interactions on the particular topics allow students to discuss their experiences and have exposure on it. It helps them to brainstorm and develops problem-solving skills besides language. Giving different situations and project work related to theme of the lessons fascinates students to learn language.

Keywords: Communication skills, short stories, development

Introduction

Literature helps to analyse a wide range of texts. Students can deepen their understanding of human nature and behaviour. They develop intellectual rigour as they grapple with the diverse thought process of authors whose lives and circumstances may be different from their own, with their insights and ideas. Sometimes students use their creative ways and use language to communicate their view of life. Literature is an authentic material. In reading literary texts students cope with language intended for native speakers, they become familiar with many different situations of communicative functions.

The use of stories is the main concept of developing their communication skills. They analyse the stories and relate those characters and incidents with real instances. They relate to their neighbours, relatives or friends and they share even their own experiences in the class when the project work is allotted to them. Especially the reason of choosing these lessons are prescribed for II B.Tech Students in 2012 by JNTUK. *Morning Bells* by Jayashee Mohan Raj and *The Power of A Plate of Rice* by Ifeoma Okoye motivate students in developing their personality. These are thought provoking stories.

Objectives

The responses of the learners to the literary texts not only help them in reading and interpreting stories but also help them to

It helps the students to realize that they can use the power of language to influence the world in a positive way. It ensures that all students prepare effectively to communicate in their major disciplines.

It creates education, articulate students capable of reasoning critically, solving problems and communicating with clear and effective language.

It helps student's commitment to help develop proficiency in academic English.

It provides students developing English language or literature focusing on reading, writing and speaking skills, reading skills besides being familiar with useful the quotations and expressions.

To get expose to the conversations and the dialogues which are actually used in the outside world.

Morning Bells is a story of four street children with their horrible backgrounds. Chotu, Ramu, Irfan and Munna are rag pickers. Their dawn begins at the garbage bins searching for broken plastics, tins, cans, bottles. They stay in different places and gather at a particular place every day. They earn only five rupees in the whole day.

Chotu's drunken father beats him every day so he couldn't tolerate and ran away from his family. Ramu is out of his house due to ill-treatment of his step mother. Munna doesn't know who his parents are.

One day when four children have started their routine as usual by picking papers, they have found a shocking thing in the garbage which they can't avert their eyes. It is a dead body of girl infant. They quickly wrap dead infant with old newspapers to avoid from dog biting. They tell with each other and move early from their work than their usual time. Ramu wants to get some flowers and other things for burial. When Ramu goes to a temple to get the things, he is tempted by one of the beggars. He says that if Ramu accepts he would give his place for begging feels like an heir for property. He also assures Ramu with one day meal and a bag of coins. Even though Ramu is not tempted by the words of a beggar which he prefers freedom. Near temple, Chotu and Ramu take coins from their pockets. By looking at them other two boys also share equally. With the collected money, they bought a few incense sticks and some flowers. They go inside the shed and unwrapped the dead infant. They dig the pit in the shed itself, gently put her in to it fills with flowers and lit with incense sticks. They kneel beside the pit and close their eyes for a few minutes.

The four street boys without basic things like food, clothing, shelter and not even a single parent for them have some morals in their life. They are not taught by anyone. They have learnt by themselves. They have done a great thing in their life. Though the girl child is thrown out into the garbage by unkind parents, the four boys have fulfilled the task of burrying the infant.

Strategy

After reading the story, most of the students have expressed their views on the lesson. By taking this lesson into consideration, the students are asked to come up with the assignments. It is like a project work for them. They are asked to find out the condition of loitering children in their surroundings by giving them one week time. After a week they have done their project work which is the given to them. Really they have found out the condition of the street children in their surroundings, handicap persons in railway station and bus stops and about their servant maids. They have given excellent presentations. When they present their real situations were horrible, pathetic conditions which cannot be bearable. One student has mentioned about the

handicapped person who is not by birth. A group of people made him handicap for begging purpose. Like this many students have come up with different horrible situations. With these kind of presentations, students learn sympathy, empathy, humanity and concern.

With this kind of activity, it is proved clearly that literature stories with good themes and morals enhance their communication skills in the class. Students not only develop their language but also learn moral values and human values. Furthermore, this activity sharpens students critical thinking. This strategy helped the students to deepen their both language and literature.

Another lesson *The Power of A Plate of Rice* is by Ifeoma Okeye. She is an African writer from Nigeria. It is the story of a widow Cheta Adu who works as a teacher. Her family depends on her as she is sole bread winner of the family. She has two children and an ailing mother-in-law. She is not paid a salary for four months. So she goes to the principal Aziza and pleads him to pay her a salary. Mr. Aziza has pointed out about her absence for four days Then Cheta Adu requests that her child becomes sick suddenly battles for his life. Aziza says clearly that his decision is final and they don't get their salaries for two months.

Cheta Adu is in problem by thinking that how can her children could survive without salary for the next two months as already four months salary is pending. She returns home late as to get her salary from the school but she fails to take it. When she reaches her home her mother-in-law is waiting for her as her younger child suffers from fever. She skips her dinner by thinking that it would last for two days for her children. She worries about the rent which she has to pay house rent, hospital expenses. She borrows money from others and manages for two weeks. She cries a lot and wants to save her children from hunger death. Again she goes and pleads Aziza's office for her payment on 23rd February. He strongly has said that he would not change his mind that she would be given her salary only on 28th February. She waits in the outer room and follows his house later. He never changes his mind saying that she achieves nothing and wasting her time and following him like a dog .He doesn't mind even if she stays in his house. Cheta Adu's appetite increases when she glimpses the dining table full of delicious dishes like rice and chicken. She starts eating quickly with relishing and with revenge and enmity.

Aziza is shocked by seeing her eating in his dining room. He stares at her for some time starts shouting at her to leave his house immediately.

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Adu says that she wants to stay until she receives her salary. For the first time she is experiences. she wants to wait till supper time. Then Aziza barks at her to go to the Bursar Administrator to

get her salary. After taking a scribbling note from him, she leaves the place happily by thanking Mr. Aziza.

Strategy

After reading this story students have given their own interpretations in many ways. They like Cheta Adu's character in this story. Some of them have unconstructive opinion on Aziza's character they have got the intention that they should not be like Aziza who is unkind human being. When the same situation is given to them to enact the role of Cheta Adu they have come up with different incidents which show their decision making skills and language skills. Involving students and allowing them to involve many activities lead them to widen their knowledge and language skills. This makes students to accomplish the link between self and the world knowledge. Another activity is 'to develop the conversation between Cheta Adu and Mr. Aziza'. Under this spectrum the development of content, understanding, confidence and making proper sentence structures are improved. Students come up with their ideas and frame their own dialogues.

Students enjoy these kind of literature stories and participate interestingly in activities. They even learn grammar, vocabulary, sentence structures to some extent. Along with this they develop their confidence while narrating. As life skills are more important in one's life, leads to personality development.

Through a close interaction with literary or creative works which portray a diverse range of human thought, emotion and experience, learners are able to gain knowledge and understand of the nature of human existence. They also develop insights into and an appreciation of the world and of the society in which they live.

Conclusion:

Developing Communication Skills through Literature focus is on individual's current skills i.e., ability to perform immediately in their jobs. Effectiveness is defined as the ability of producing a preferred effect. Effective mentoring is needed for development of student learning skills. The literature indicates language skills. Therefore the study of literature improves creativity, critical thinking, intercultural understanding and thinking skills which are highly valued.

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EFFECTIVE TEACHING METHODOLOGIES IN ENGLISH CLASSROOMS

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Abstract:

Method is a set of procedures and plans for the orderly presentation of language material in the classroom by the teacher. It refers to the over all plan used by teachers. No part of which contradicts, and all of which is based up on the selected approach. An approach is a axiomatic, method is procedural. Within one approach there can be many methods. Method is an umbrella term referring to a broader relationship between theory and practice. According to academic research, linguists have demonstrated that there is not a single best method for everyone in all contexts and that no one teaching method is inherently superior to the others. It is not always possible or appropriate to apply the same methodology to all learners, who have different objectives, environment and learning needs. Language teachers must adopt principled eclecticism approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learners specific objectives. A language teacher must understand the various methods and techniques so that the teacher can boost the students enjoyment of learning a language. This paper aims to discuss various effective teaching methodologies in English classroom.

Keywords: Method, Language, Approach.

Introduction:

Change is the law of nature. 'There is nothing permanent except change', says Heraclites the Aristotelian Greek philosopher. In the last two decades a number of methodologies have emerged in the English Language Teaching.

Besides these, the age of the student, his/her cultural background, previous experience with English also contribute to the selection of a method to be used in the teaching of English. In the last 20 years or so, the field of teaching English as a second language or foreign language has

developed into a dynamic Worldwide community of language teaching professionals. They seek to improve the quality of language teaching and learning through addressing the key issues .

Modern Trends of Teaching English:

There are two key changes in the process of teaching English. Firstly as Pennyur (2009) noted, the goal is to produce fully competent English knowing bilinguals rather than imitation of native speakers. The purpose is not to aspire to become native speakers of English because we are already native speakers of our own but to focus on English as a means of communication. Secondly, English is not viewed as an end in itself but to learn contents such as science and mathematics.

In the 21st century the teacher –centered approach has turned into learner- centered approach. Teachers who practiced Grammar Translation method during the previous decade solely relied on memorizing long list of vocabulary and learning grammar rules by rote. There is no listening and speaking practice in this method. Later on projectors acted as another medium for the teacher dominated class- room . During the recent years there was a sweeping change over the existing approaches and methodologies, the following are a few to cite as the modern approaches and methodologies in language teaching and learning.

(a) Co-operative Learning Method:

It is an educational approach which aims to organize class room activities into academic and social learning experience. The teacher's role change from giving information to facilitating students learning. Positive interdependence, working for success of the group/ team both individually and groupwise accountability, focus on joint performance, emphasis on team work skills and collaborative work patterns are some of the salient features of this approach.

(b) Active Learning Method:

Active learning is a student centered approach in which the responsibility for learning is placed upon the individual student often working in collaboration with classmates. Examples of active learning techniques include role-play, case-studies, group projects, think pair share, peer -teaching and debates.

© Constructivism:

In this method learning is an active and constructive process. The learners have preconceived notions about a context in which they are working upon and adjust their language proficiencies according to certain context. In this method, the language teacher provides a particular context for the learner to develop their thoughts and views so as to enable them to ventilate their opinions using appropriate language tools.

(d) Task- Based Language Teaching:

In this approach the focus is much on the process of communication than on product. The learner have no grammatical barriers to express their ideas and hence the learners in large number shun down their inhibitions and take part in the deliberations voluntarily and attempt successfully on the task.

Another dimension of Globalization which is inseparable from English teaching is an advancement in the Technology like Information and Communication Technology (ICT), Computer Mediated English, Computer Assisted Language Learning (CALL), Web-Based Learning and Mobile Assisted Language Learning (MALL) are some of the new methodologies in teaching English in the present era.

Conclusion:

The traditional method lays more emphasis on teacher himself and is teacher centered. However the modern methods lay emphasis on the two way learning process where the teacher is only a facilitator. Any method using computers or modifying the existing conventional chalk-talk method is innovative if it ultimately serves the attainment of core objectives of teaching.

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**THE CHANGING ROLE OF A PEDAGOGUE: A KEY ELEMENT IN EFFECTIVE
TEACHING METHODOLOGIES IN ENGLISH CLASSROOM**

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Introduction

It is an indisputable fact that English is the dominant voice in all the fields. It's a global language. It is commonly accepted that communication skills are very important to survive in the current corporate environment. The students also do not dispute the fact that communications skills are crucial for getting good placements & even more so to be successful in their careers. English language is a tool of communication for centuries. It has enabled man to interact with the environment and to regulate his social behavior. English language is the most widely used instrument. Today, English 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 telescope to view the vision of the future. Language is essentially a social affair, it enables human beings to acquire, exchange, store, retrieve and process information.. Pandit Jawaharlal Nehru had rightly said, "English is the window on the world."

Due to all these reasons there is a great demand for English and it has a lot of "surrender value." In previous days students learn English only for marks. After they completed their studies they are more concentrated on learning English for employability. After they got job they need effective communication to survive in the job. So, it is obvious fact that English becomes a commodity now-a-days. When compare to the previous days there is a lot of transformation in English language teaching. The paper explores the role of a pedagogue in introducing effective methodologies in the English classroom. The paper also shows the changes in English language teaching in the present scenario.

English provides good social status in the community and we need English in the present day context to be the bridge between us and the outside world. People who knew English can get on, in most parts of the worldIt has opened world-wide chances for employment." English language has attained the status of link language in various countries. It's richness, flexibility, elegance and dignity seems to have made it universally popular.

English, the much loved and hated surrogate child of the British rule in India, has managed to remain in the centre-stage of the globe. The modern knowledge we have so far

acquired and still need to acquire is interwoven with the English language. At the individual level, English serves as the “Language of opportunity.” Any individual seeking socio-economic development would find English an asset. Proficiency in English enables the individuals to land better jobs in business, industry, administrative and defense fields in our country.

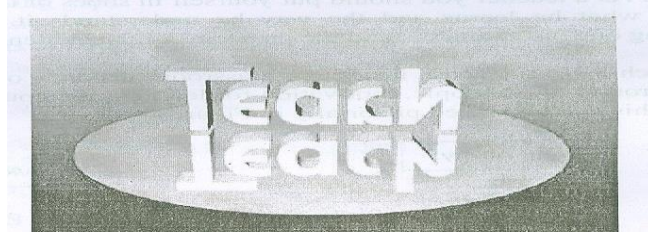
The ever growing need for communication skills in English has created a huge demand for English teaching/learning around the world. Millions of people today wish to improve their command of English to ensure that their children achieve a good mastery of English. A dream comes true for all, today opportunities to learn English are provided in various ways such as through formal instruction, travel, study abroad, the media and the internet. The demand for English has created a colossal enhancement and awareness for quality language teaching and learning. So fluency in English is a pre-requisite for success and progression in many fields of employment.

In previous days students learn English only for marks. After they completed their studies they are more concentrated on learning English for employability. After they got job they need effective communication to survive in the job. So, it is obvious fact that English becomes a commodity now-a-days. When compare to the previous days there is a lot of transformation in English language teaching. It is a well-known fact that the present generation of students concentrates more on classroom subjects rather than personality development. By the time they get degrees, the student’s study English for a minimum period of fourteen years. But they are not able to meet the requirements of the new jobs, which demand communication skills. So they rush to spoken English centers. The English learners should have practice in communication skills and should be tested orally in the classes. This is the only way to prepare the students to meet the industrial needs in the present employment scenario.

In the traditional setting of a classroom the teacher occupies the centre stage from where she always appears to be superior to all. But now-a-days there is a lot of change in the English language teaching. Due to the advancement of technology, various innovative methods are introduced in the classroom. Now the student became the centre of the stage in the class. The focus is shifted from teacher centered to learner-centered. A different kind of atmosphere created in the classroom by the teacher to make the teaching/learning in an effective way.

The role of a pedagogue

The pedagogues have a great role in the language teaching. When the technology is changing at an exponential rate the teachers also has to change according to the needs of the learners. The teachers updated themselves with the changes in technology on a regular basis.



One has to remember that “to teach is to learn again.” As you see from the above mirror image of “teach” is “learn”. If the teacher ceases to learn he/she do not dare to teach. A good teacher should always be a good student throughout his life. Thus the old techniques for handling language classes are out of place. New and innovative techniques are to be adopted as per the needs of the students. So, in the present scenario the whole process of teaching English is changed a lot. The teacher’s understood the needs of the learners and encourages them to improve their learning in the real-life situations. Combs (1976) opine that, the classroom environment has to be changes, to create an effective learning situation in the classroom. Pedagogue must help learner’s come out of all inhibitions to feel safe and accepted. They should be motivated to seek new knowledge and understanding. However, the opportunities need to be provided in ways that allow students to learn by doing than being passive receivers.

, there is a need for changing the teaching pedagogy.

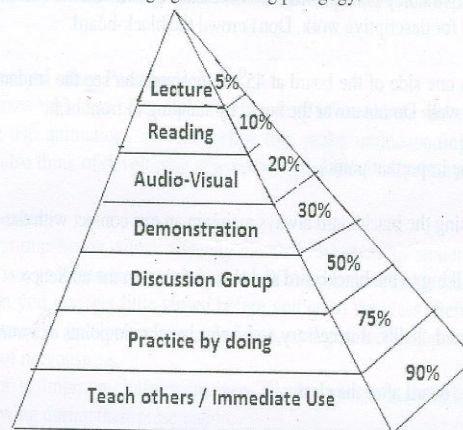


Figure 7 Average retention rate of students for different learning methods

According to Douglas Brown (2007) “language as one of the primary means of empathizing. Encouraging the students by showing willingness to work without being judgmental and also understanding and empathizing with their predicament is of utmost importance.” This is only possible if the teacher herself is confident and ready to step down from the pedestal to their level of understanding to empathize with them.

Considering the individual needs teachers need to gently let them feel confident to express what they feel about an answer? The biggest hurdle is to overcome the fear of making mistakes. Teachers need to let them understand that making mistakes is a part of learning and original

thinking. Giving care to each student and in turn encouraging empathy among themselves is equally important.

The ever growing need for effective communication skills in English has created a huge demand for English teaching/learning around the world. Millions of people today wish to improve their command of English to ensure that their children achieve a good mastery of English. A dream comes true for all, today opportunities to learn English are provided in many various ways such as through formal instruction, travel, study abroad, the media and the internet. The demand for English has created an enormous enhancement and awareness for quality language teaching and learning. So fluency in English is a pre-requisite for success and advancement in many fields of employment. To attain this objective, an appropriate teaching methodology should be implemented by educational institution to serve the ultimate end and aim of education. Desrochers and John states that “the formation of the human person with respect to his ultimate good and simultaneously with respect to the good of the societies of which he is member.”

Teaching and learning are the two sides of the coin. Many methods are involved in teaching English language. Traditional teaching involves lecture method. It is very successful method. Preparation of the teacher plays a vital role in this method. Teacher has mastery of the subject and explains the points given in the concerned text with examples. But most of the students cannot concentrate on teacher. They don't come forward to share their views; it won't bring any interest in them. That's why the traditional methods are supposed to be changed. These are replacing with different emerging technologies and techniques. Teaching/ Learning is made of two components: *content* and *method*. Of these *content* is usually considered to be substance of the lesson. The teachers are there to 'give' content, and the students are there to 'get' content. The task of the teacher is to cover content and the student to memorize and reproduce that content. *Method* on the other hand is seen merely a means of transmitting content. The content exists prior to and independently of the method. However different methods and approaches to the study of any subject especially foreign language should be adopted by the teachers/educators in the classroom to facilitate easy and quick comprehension and comfortable learning in the students.

The teachers must be 'generators of excellence' and realize the truth that the purpose of teaching is not to teach, but it is to inspire the desire for learning. Once the students mind is set on fire, it will have a way to provide its own fuel. To achieve this end, the teachers have to adopt various methods and approaches of language teaching and learning. According to Klapper, "The art of teaching does not lie in accessing a checklist of skills but rather in knowing which

approach to adopt with different students in different curricular circumstances or in different cultural settings'.

In the present scenario, due to the technology many changes occur in English language teaching. Many kinds of the teaching methods came into existence like CLT, CALL, Cooperative learning, TBL and so on. The teacher is completely changed to a facilitator and switch to the learner centered approach. It enables and enhances learner's proficiency in use of English language. Due to these approaches many changes occurred in the English language teaching. It instills interest both in teachers and students. Let's examine the different approaches.

Hitherto languages were taught in a vacuum, language for the sake of language that is passing exams, rather than language for true communication. At present, CLT places great prominence both on serving students use the target language in a range of contexts and go on learning language function. Its focal point is on helping learners generate meaning rather than develop perfectly grammatical structures or acquire native pronunciation. According to David Nunan there are five features of CLT.

Features of CLT

- ❖ An emphasis on learning to communicate through interaction in the target language
- ❖ The introduction of authentic texts into the learning situation.
- ❖ The provision of opportunities for learners to focus, not only on language but also on the learning management process.
- ❖ An enhancement of the learners own personal experiences as important contributing elements to classroom learning.
- ❖ An attempt to link classroom language learning with language activities outside the classroom.

Other goals achieved through CLT are: to equip skills and relevant information to use the target language in a realistic way. In the words of Little wood the message "foreign language teaching must be concerned with reality, with the reality of communication as it takes place outside the classroom." Thus in the classroom, CLT often takes the form of a pair and group requiring conciliation and support between learners, fluency based activities that promote learners to build up their self-confidence.

Teachers can also adopt CALL learning materials to suite the learners needs and levels of competence.

Advantages of a CALL

- ❖ Computer Assisted Language Learning enhances the motivation level of students.
- ❖ Teacher can customize any CALL program to the syllabus or course design that they are using to increase the level of proficiency in students.
- ❖ Computers are useful in group activities as well as in imparting individualized instruction, which is rarely possible in a traditional classroom.
- ❖ There are no limitations with regard to practice-sessions or time.
- ❖ It has a powerful self-access facility and gives immense scope for self learning.
- ❖ Computers maximize learning opportunities for their students.

D. Healy states that “The complexity of teaching and learning – is a systematic research.

Cooperative Learning:

It is another teaching method in language laboratories. This method is not suitable for classroom. It is considered highly effective when it is done correctly. They are usually not grouped by ability, but put in a group with students at a variety of levels. This method of teaching also lends itself well to differentiation, because the teacher can assign specific tasks to students at different ability levels.

Integrated Skills through TBL

Developing language skills is matter of how to activate the students optimally in their work with adequate material, exercises and assignments in the classroom. Organizing the students in groups is probably the most efficient method to activate all students as much as possible during the class. Task based learning gives student an understanding of workplace realities and motivate their language acquisition. The main objectives of TBL

- ❖ Makes the learning easy and instill interest among the students.
- ❖ Develops the confidence of the students.
- ❖ Makes the students to think creatively
- ❖ Removes the fear of speaking before the public
- ❖ To improve their LSRW skills
- ❖ To make them employable

There are many other methods to teach and learn English language. With the help of all these methods pedagogue creates interest among the learners. Besides, these approaches have influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching. Hence the herculean task lies on the part of the teachers to certainly adopt various methods of teaching a second language and good teaching happens when competent

teachers with non-discouraging personalities use non-defensive approaches to language teaching and learning and cherish their students.

Conclusion

Teacher should be more innovative and creative in using resources for teaching English language. The role of a pedagogue also should be changed according to the needs of the learner. In order to improve the LSRW skills of the student's teacher uses various methods of teaching in the classroom. Varma states that

“As teachers we should be able to identify the English requirements of various groups of students precisely and try to provide for each such group the pattern of course which will be relevant to the needs of learners. This is important because no all students will need English to the same level of competence.

These methods offer certain insights in to the process of ‘enabling’ the learners in order to make them develop the required communicative competence. The overall aim of the language teaching is to improve the communicative skills among the students and make them employable. It is the responsibility of the teachers to make the students understand that if they give up English, we ourselves cut off from the living stream of ever growing knowledge. Because without the knowledge of English, there can be no dialogue between persons from different countries and states. Hence, it is good to note that, it is a link language and it is the gate way for jobs to many Indians, for it has become an international commodity. Prof. Humayun Kabir states that, “Each Nation must learn to move outside its own narrow orbit and establish channels of communication with others. There is perhaps in the present world no better means of communication than English.” In the classroom, the eclectic teaching methodologies demand an integration of skills. Teachers can give the students a love of language, an appreciation of subtle nuances of meaning and the power of the word.

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COMMUNICATION IN INTERVIEWS

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Abstract:

This paper throws the light on communication which is used in Interviews. It elucidates the definition of an Interview and gives the detailed description of communication in it. An interview is a formal talk where questions are asked and responses are given .In hiring process, there are different steps involved in order to get the best from interviewee in the interview progression. Communication plays a vital role in candidate's life which can be segregated into Verbal and Non verbal. In non verbal , there are dissimilar steps involved like presenting oneself with body language during interview like hands shake and movements , dress code gestures, eye contact etc.This the paper also focuses on Verbal communication which includes using of appropriate language which we commonly state professional language apart from inappropriate slang expressions.

Key words: Communication, Interview, Verbal, Non verbal communication, Language etc .

Interview:

According to sources an **interview** is a discussion where queries are posed and answers are given. The word "interview" talks about the conversation in which a person performs the role of an interviewer and the other of an interviewee. Different experts have defined 'interview' differently. Bingham defines it as a conversation with a purpose to select a right candidate. Thus, it is explained as an endeavor to secure utmost amount of information from the candidate concerning his/her suitability for the job under consideration.

Communication Defined:

The day can't be imagined without communication. Communication is the word which came from the word of '**communicare**' or '**communico**' which means "to share ".According to experts of communication is a process where sending or receiving the information is taken place. In this process, a person who sends the message is called sender, while a person who receives the

information is called receiver. The information includes facts, ideas, messages, ideas, opinions, beliefs, attitudes etc.

Types of Interviews:

- Personal interviews
- Evaluation interviews
- Persuasive interviews
- Structured interviews
- Unstructured interviews
- Telephonic interviews
- Skype interviews
- Stress interviews
- Public interviews
- Informal or conversational interview

Before interview:

As we all can anticipate that Interviews need much study and planning. We ought to do the following things when preparing for interview.

- Need to anticipate the questions and prepare answers accordingly.
- The candidate's CV plays an indispensable role to represent a person during interviews. Hence, it is very important to organize well with your CV.
- Need to know the position that you're applying for by looking the job description, identifying the skills and experiences the employer is looking for.
- Candidate can ask questions after the interview is done, so, it is good if candidate prepares questions to ask the interviewer.
- Better to read the organization's website, social media profiles and key literature ensuring that you're prepared to share your views and ideas. It gives an impression that the interviewer will come to know that you know about their company.
- Review your CV and application form.
- Plan of your journey to the venue.
- It's better, if you have an at least three sets of Xerox copies with you.
- Choose your dress the night before, getting plenty of sleep and avoiding excessive alcohol consumption

Communication in Interviews:

Making A Great Entrance:

Some experts claim that the interview commences even before you get in to the interview room."You don't know who could be in the parking lot with you, looking at you from a window or standing next to you in the elevator," says Craig. A person's body language should tell to anyone around you that you are confident and calm. According to psychologists the first impression can be had within three seconds, which may be either good or bad.

When a person is waiting before interview he /she should not hunch their shoulders or tuck their chin into their chest, which will make them seem closed off.

He has to sit with back straight and chest open these kinds of signs show that you're positive and self-assured. Elongating one's legs or throwing the arms across the back of the chair can be made you appear too comfortable. Moreover, don't keep so many possessions on the lap which may make you clumsy. When an interviewee is called, he should not be chaotic and should rise gracefully. If you are comfortable with your posture there is a chance to move freely into the interview room.

Shake It -- Don't Break It:

When a candidate gets into the room it is a minimum responsibility to greet the panel members. Later, there may be hand shake which shows the confidence of the person. The candidate should understand the proper way of giving hand shake. Candidate has to use the right hand shake. It is good to arrange the belongings on your left hands. It is proper to offer your hand with the palm lightly up so that panel members' hands can cover your hand. According to Bowden it's an indication that you're giving them status and importance. It is very clear that you should not cover your hand with interviewer's hand which may give an impression of dominance.

At the Interview Desk

It is to avoid the leaning forward, which may give a closed off. Bowden says instead of, he gives a beautiful advice to sit straight and exhibit the neck, chest and stomach area which give a symbolic demonstration of to signal that you're open. While gesturing with hands it is correct to keep them below the collarbone or above the neck. According to Bowden one has to keep the hands even lower, which is generally called the "truth plane" When somebody talks like this it is a gesturing that communicates you're centered proscribed and tranquil and you want to help.

How to control nervous:

Nervous is inevitable before or during interview which can make you to forget. There are different approaches to get rid off nervousness

- As we all know the fact that the interview structure and its plan and with the question that it begins, it is better to practice the question. That is practicing the self introduction.
- It is good if somebody has the habit of exercising, which may be used as stress buster and makes the feeling of wellbeing.
- It's better to wash the face before interview and have a toilet break which can relax you from the stress. Sometimes taking breaks will help you a lot and one should not speak quickly.
- Positive thinking is always a stress buster to make free during interviews
- A candidate has to concentrate on what he speaks so that, he may not think about other issues.

How to complete the Interview:

It is good if you leave your impression on interviewer which shows the right picture of you. At least there should be five skills or traits have to be remembered about you.

- Give an impression that you can endow with, such as allusions, milieu information or work samples.
- The candidate has to give his impression on the position that he has come for.
- One should not pretend as if he or she has more interest on the job position. And needs to mention that added value can be brought to the job. Need to know the date that is suitable for joining.
- Need to know who to contact person and whether they will accept calls to check the status. Closing the rummage sale is essential, but your closing should be extension to the position.

Keeping these things in mind, will help you to determine which is best closing is appropriate for you and the situation at hand.

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INTEGRATING EFFECTIVE “LSRW” SKILLS FOR PROFESSIONAL EXCELLENCE

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Abstract:

The paper elucidates integrating effective LSRW skills for professional excellence. Globalization is now a buzzword, and it is a well-known fact that English language played a vital role in the progress of all activities in the era of Globalization. The aim of this article is to bring awareness about the four integrated skills with the help of simple activities especially to the Professional students who came from rural & Telugu medium background. Listening plays a crucial role in obtaining the desired outcome in a conversation. Good listening is necessary for success. What Bacon told is really right. Reading is an important communicative process. Reading is essential element at every stage of one's life particularly in schools, colleges, and work places. Professional students should have the ability to write effectively. Written communication is one of the best and old methods of communication

Keywords: integrating, effective, professional, excellence, activity

Introduction

Globalization is now a buzzword, and it is a well-known fact that English language played a vital role in the progress of all activities in the era of Globalization. The relationship between globalization and the English language implicates employability in the job market. The last two decades have seen a growth in the role of English language around the world as lingua franca for economic, scientific and political exchange. The term lingua franca means any language which is used for communication between groups who have no language in common.

The aim of this article is to bring awareness about the four integrated skills with the help of simple activities especially to the Professional students who came from rural & Telugu medium background. In the present scenario most of the students are getting admitted into the Professional Courses because of maximum job opportunities which they were provided towards the end of their courses, but later they are facing lot of problems to complete their course and also to get a better job, the main reason is they lack these integrated skills. Hence, they have to integrate a lot to acquire these LSRW Skills for their professional excellence.

Keeping in mind the changes that take place in the corporate world, Communication has become an important tool for professionals. According to White and Joann, current workplace needs employees who can integrate reading, writing, listening and speaking into complex problem solving and critical thinking skills.

Graduate employment is the main motto of the present government, based on that; they are introducing number of professional courses in the Universities. Employers are complaining that the candidates are not perfect with their professional skills. They have their technical knowledge but they are poor in their communication skills and soft skills. So integrating effective LSRW Skills is the need of the hour.

Essential Components of Communication:

- * Listening
- * Speaking
- * Writing
- * Reading

Listening as a tool of effective communication:

Listening plays a crucial role in obtaining the desired outcome in a conversation. Good listening is necessary for success. A good listener is more liked, more influential than one-way speaker. Every successful Professional or a businessman is a good listener. According to Boyd(2004), there is a real connection between quality listening and success in the workplace. If we observe clearly listening is one thing and hearing is another. Hearing is a physical process of sound falling on our ears, whereas listening involves the brain.

The Process of Listening:

Listening is a process of five stages-Sensing, Interpreting, Evaluating, Remembering and Responding.

Sensing: Sensing is to get ready or to be prepared to listen to the speaker.

Interpreting or evaluating:

Listening becomes meaningful only when the listener interprets and analyses what he or she is listen's in order to understand and keep in mind what is useful, and what is useless.

Remembering:

Listening serves a great purpose if the message is recorded for its useful life.For example when an address is being explained we listen to it carefully because it helps us in future.

***Responding:**

There are different barriers for effective listening like poor hearing. A too heavy thoughts, Rapid or accented talk, misunderstanding about the role of a listener, Culturalgap, ego etc. Thus one has to overcome all these barriers in order to be an effective listener. Let me give some tips for effective listening.

Tips for Effective Listening:

1. Make the speaker comfortable
2. Be patient
3. Do not interrupt
4. Ask Questions
5. Be sincere in your reactions

Reading Skills:-

Reading is regarded as the best among all soft skills because it is a source and origin of creative Power .

“Read not to contradict and confute,nor to believe and take for granted,nor to find talk and discourse, but to weigh and consider.”

-Francis Bacon

What Bacon told is really right. Reading is an important communicative process. Reading is essential element at every stage of one's life particularly in schools, colleges, and work places. Reading is a means to expand ones knowledge. That is why it is said *“Reading is to mind what exercise is to body”*. The more you read the stronger your mind is .A good vocabulary is needed for effective reading skills. In order to understand what we read, we need to recognize the meaning of words .Depending on the purpose of reading; the reader will acquire different reading strategies and skills in order to understand the subject content and language patterns of a message.

Different types of Reading:

There are different reading skills like rapid reading skills and intensive reading skills. Rapid reading skills include prediction, scanning and skimming skills while intensive reading skills involves detailed reading, critical reading, and inferential skills. Skimming is to make a rapid survey of the subject. This may be to get a rough idea. Scanning refers to the ability to locate specific information or facts as quicker as possible. Looking into dictionary for meaning of a word comes under scanning. We need to develop these reading skills to become efficient and active reader.

Benefits of Reading:

- *It develops one's fluency in a language and, consequently communication skills are improved.
 - *Reading regularly increases the vocabulary.
 - *Reading develops a person's creativity.
 - *Reading introduces students to new things and has ability to broaden their interests.
 - *one can also improve spelling when words are seen in print and by reading more.
- Thus Reading is one of the best skills which students have to achieve.

Speaking skills:

Like listening and reading, speaking skills are also necessary for effective communication. Students have to develop their speaking skills by interacting orally with their teachers and classmates. Not only that they have to participate in seminars, workshops, presentations etc. Professional's students have to take part in Group Discussions and Teleconferences in order to get selected for their jobs. So, it is a well known fact that without attaining good speaking skills they can't survive in this global society.

As there is one saying

"A wound inflicted by speech is more painful than a wound inflicted by a sword."

By this saying we have to understand that while we are speaking we have to choose words very carefully so that whatever we speak doesn't hurt the listener. As you all know that speaking is a purposeful process by which people, using audible and visible symbols, communicate meaning in the minds of their listeners.

The speech process-

An effective speaking skill is followed by a systematic speech process. It contains the following five factors.

The Message:

The speech process first begins with the selection of the message. Here the speaker plays a major role in selecting his topic. The speaker will select his topic according to the context or situation. Without this message communication will not be continued.

The Audience:

The second important factor in this speech process is acquiring knowledge about the audience. An effective speaker should be aware of the following questions like –

- *Who are the listeners?
- *What is their age, sex, educational background etc?
- *What is their knowledge about?
- *What do they expect from the speaker?

These are some areas that the speaker has to know about the audience.

The Speech Style:

The third essential factor is the speech style. Here the speaker has to decide the manner of his speech, whether formal or informal. When a person is discussing an academic topic with his teachers his speech style will be very polite, on the other hand when he is discussing the same topic with his friends his speech style will be very informal.

Encoding:

This is the next important factor in the speech process. Encoding means the speaker has to select an appropriate medium of language. In order to speak effectively the speaker has to select the language which the listeners will understand.

Feedback:

This is the last factor in the speech process. Feedback is the process where the speaker receives information about the way he/she presented. The speaker has to end his/her presentation only after asking for feedback. After getting the feedback the speaker has to respond to the listeners and end his /her speech. This process of feedback motivates the speaker and also helps them to improve their skills.

Students can improve their speaking skills effectively by Improving Fluency and self-Expression, Articulation, Good pronunciation; voice Quality, Accent and Intonation. Therefore, the ability to deliver an effective Presentation is important for the students. Every student should know to present his/her ideas in an effective way and gain the interest of the audience.

Writing Skills:

Professional students should have the ability to write effectively. Written communication is one of the best and old methods of communication. In oral communication listener can guess what the speaker want to say, but in written we can't guess like that so we have to maintain clarity while using writing skills. Effective writing first of all involves writing sentences correctly i.e either letter or e-mail. Inappropriate, sloppy, loose and awkward sentences can never make effective writing.

Tips for effective writing:

There are some tips where we can implement them when we are writing to make it more effective.

- Cut the boring points
- Eliminate unnecessary words.
- Write with Passion
- Keep it simple
- Write what you know.

Barriers for Effective Writing: There are some barriers that students have to overcome.

- Time consuming.
- Possibility for misunderstanding.
- Immediate feedback is not possible.
- Not possible to see the emotions of the writers.
- Bad Handwriting
- Lack of words to express certain things.

Thus writing skill is also one important skill like listening, reading and speaking.

I want to conclude by saying that all these four integrated skills are very essential for all professional students. Universities and colleges have to give priority to these LSRW Skills and change their stand and strategy due to the change in the global trends and demand from the students and employers. Not only the institutions the students should also keep in mind and pay their interest and spend their time in integrating these LSRW skills also along with their core subjects to become a best professional.

As a teacher of English, I would like to suggest some activities from all the above four skills, which our college students also practice. Teaching communication skills with the help of these simple activities makes students active and enables them to understand very easily.

Listening Skill-

***Activity -1**

Ask the students to listen to one formal speech delivered by Abdul Kalam or Swami Vivekananda carefully and ask them questions from that speech once they finished their listening.

***Activity-2**

Ask one student from the class to read an article from the News paper. the teacher should instruct the students to listen and hear the sounds carefully while he/she is reading that news. This is an activity where the listener should identify the difference between Active Listening, Listening and Hearing.

Reading skills:

***Activity -1**

The teacher should bring some news items or texts which were new to them and ask the students to practice different reading methods like Skimming, Scanning, Reading for the main points etc.

***Activity-2**

Teachers should give a chance to the students to read the lessons from their textbook while they are explaining the lesson ,so that students will improve their vocabulary and reading skills.

***Activity-3**

Ask the students to bring a newspaper and select one news item. They have to read and write down all the adjectives, nouns and adverbs from that news item.

Speaking Skills:

***Activity -1**

The teacher should make the students to participate in Group Discussions, Seminars, Presentations, and Teleconferences etc for improving their Speaking Skills.

***Activity-2**

Divide the class into pairs and instruct the students to collect the details, hobbies and likes and dislikes of their co-student, give them 5 minutes time. After finishing the time each student has to introduce their co-student in front of the whole class. This type of interaction and speaking skill helps the students to come out of their fears and makes them speak effectively.

Writing Skills:

***Activity -1**

The teacher should give some themes to the students and ask them to develop the themes into a paragraph.

Examples:

- Air pollution is a health hazard.
- Honesty is the best policy.
- Money is the root of all evil.
- Computers have revolutionized information technology.

***Activity-2**

Give some words like names, objects, adjectives, conjunctions, prepositions etc and ask the student to frame a story using those words. This type of activity improves creative writing among the students.

***Activity-3**

Ask the students to practice Writing Skills through practicing works like-

1. Letter Writing
2. Paragraph Writing
3. Report Writing
4. Story Writing
5. Dialogue Writing.

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OPENNESS TO EXPERIENCE – THE KEY TO EFFECTIVE COMMUNICATION

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Abstract:

Communication Skills play a major role in one's life, professional as well as personal. And surprisingly success and communication go hand in hand and are interrelated. Communication problems in work place affect the overall productivity. At this juncture individuals must be aware of their communication styles and strategies. Psychology reveals that one's values and beliefs reflect in the behavior, subsequently rating the success or efficiency. People who are open to experience are generally inquisitive and enthusiastic. They appreciate excellence and elegance in the existing system and have a tendency to try new things. This paper studies how 'Openness to Experience' helps people be effective in communication which in turn leads to success.

Key words: success- life skills- communication- self integrity- openness.

Introduction:

Success is defined in different terms; as per the Oxford dictionary - the good or bad outcome of an undertaking. It is understood that the 'accomplishment of an aim or purpose' is the measure for the overall growth in the career. If core, technical skills lay the foundation, life skills will make the dreams come into reality. In this process the two important life skills, self-awareness / integrity and effective communication play a major role.

Driving Force:

J.M.Digman's five factor model of personality, an extension to the work done at the U.S Air Force Personnel Laboratory emphasizes the traits –

- Openness,
- Conscientiousness,
- Extraversion,
- Agreeableness and
- Neuroticism.

These five aspects are considered the key factors in one's personal as well as professional pathway.

This paper studies the role of openness in accomplishing the required effective communication skills.

The requirement:

Psychology reveals that one's values and beliefs reflect in the behavior, subsequently rating the success or efficiency. The value system affects the life style of an individual.

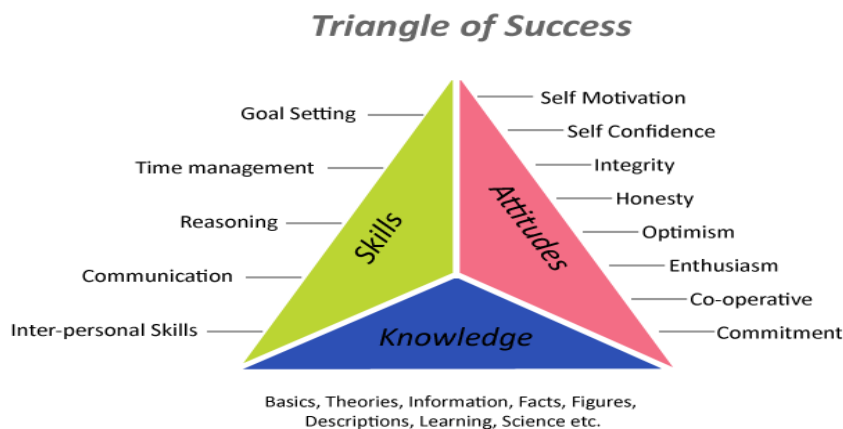


Image source: www.keywordsking.com

The figure explains the importance of three factors attitude, knowledge and skills. Here it is understood that the attitudes developed, majorly at personal level affect the overall productivity at the professional level.

Working in teams has become the trend today. At this juncture the students at under graduate level or employees in service need to analyze their explicit cognitive abilities. The knowledge they acquire or the ideas they develop can easily be transmitted to others only through good communication. Delivering information or perceiving information demand effective communication skills.

Effective Communication:

Communication is a two way process and it takes written or oral modes. Written communication includes reading and writing skills while oral communication depends on listening and speaking skills. Oral communication will be effective if the speaker and listener can comprehend the message systematically. And the act of communicating involves three major components.

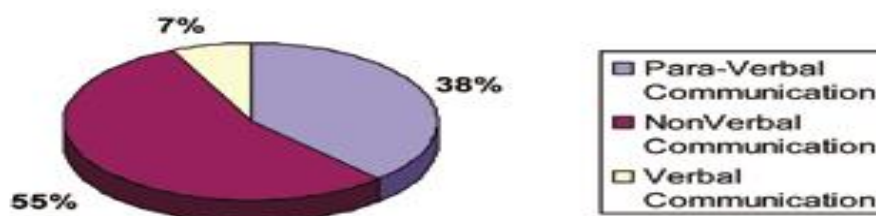
Communication Components impact*Figure (2): Communication component impact*

Image source: www.leadersoutlook.com

The figure explains the importance of body language, Non-verbal communication besides tone or intonation, the Para-verbal communication.

These two can be well achieved if the person is open to experience.

Openness to experience:

Openness is a delicate term to explain the ease of a person. The misconception among the people is –‘one need to master the language skills to communicate effectively’. But the experience of many successful people shows that one need to take initiative to advance in his chosen field. Openness includes traits like being insightful and imaginative, having a wide variety of interests. People who are open to experience are generally inquisitive and enthusiastic. They are always ready to offer or seek the support of other people, human resources and strengthen the teams. Their inquisitive nature makes them improve their knowledge and skills. They ensure the knack of using material resources. They readily take part in group activities and the very participation makes them communicate. And in practice they become proficient.

The important skills which make people more enthusiastic and effective during communication are:

- Self-awareness,
- Empathy,
- Critical / creative thinking,
- Inter personal skills,
- Coping with stress and emotion
- Decision making and
- Problem solving.

The images below reveal that personality types decide the success of a person. The abilities and potential in addition to the overall behavior of people influence the success of a person or teams.

The interrelated aspects like planning, creative alignment, team working are integrated to attain the leadership qualities.

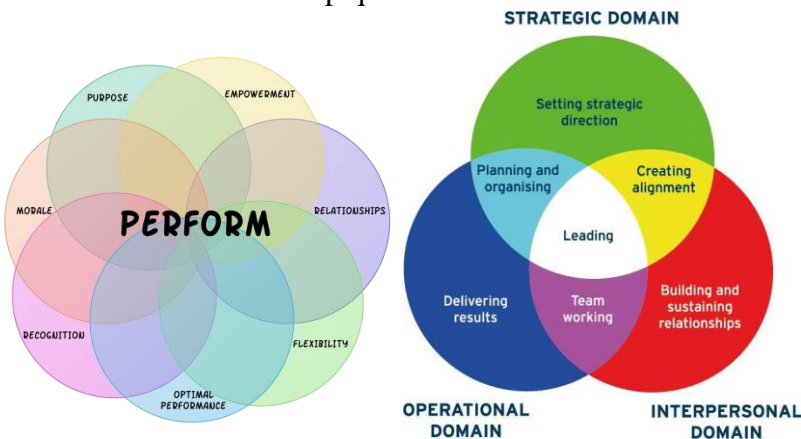


Image source: www.pinterest.com

Analysis:

Soft skills trainers can make people analyze their behavioural styles and the factors that constitute their careers by using standard questionnaires like, 'the Big Five Personality Test'.

Example questions – choosing the responses

1. I make friends easily.
2. I have a vivid imagination.
3. I trust others.
4. I complete tasks successfully.
5. I get angry easily.
6. I think art is important.
7. I really enjoy large parties and gatherings.
8. I use and manipulate others to get my own way.
9. I love to help others.
10. I like to change situations and events.

Training:

Individuals can take initiative and analyze their SWOT(C), identifying their strengths, weaknesses, opportunities and challenges. This process helps them improve in the required fields.

Apart from that –

- Reading new genre of literature improves critical thinking.
- Learning a new language improves quick thinking and memory power.
- Making short films.

Another system to make the personnel communicate effectively is making them participate in pair/group activities.

Examples:

1. Prepare speech on a topic of your choice and make power point presentation.
2. Lead a team of 15 members take part in a social activity and give them the plan.
3. Arrange a get together for your classmates and make a demo of the plan.
4. Set a model question paper.
5. Conduct Group Discussion in onesession and evaluate the performance of the participants.

After the activity they should be motivated by valuing their strengths which in turn boosts their morale and make them appreciate excellence and elegance in the existing system and have a tendency to try new things.

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UNDERSTANDING INNOVATIVE TRENDS IN ENGLISH LANGUAGE TEACHING (ELT)

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Abstract:

Since the beginning of human civilization the world is changing with magnificent speed. Life is not static; change is the nature of law which is beyond human control. Educational organizations have to keep pace with changing environment. The importance of English has been increasing with the advent of globalization and the rapid revolution in information technology. English is the medium of instruction for higher education in India. It is a lingua Franca and a language of opportunity and chance. It places a Pivotal role in education, business and administration, law etc. Learning English as a second language or foreign language is a bit difficult at the time of acquisition of a language. It is needed to have good communication skills in English to settle a comfortable job across the globe. One of the most challenging tasks constantly facing English language teachers is how to create interest and to stimulate the imagination among the students, so that they can be more motivated to learn and communicate in English effectively. In order to capture the interest among the students, the teachers need to adopt new trends and to plan new activities in the English language classroom. There is no wonder if one says that computers have been occupying a major role in the English language teaching in the 21st century classrooms. New trends, methodologies and developments have been emerging in the field of ELT that have entirely changed the facets of traditional system of education. The computer as a teaching tool enhances the ways of teaching by offering students a variety of language inputs and expanding students' learning experiences in real and authentic contexts. This paper tries to explore the new trends, methods and approaches which are constantly evolving in the field of ELT for the student-centered learning.

Keywords: ELT, trends, approaches, methods, technology, acquisition, teaching tools.

Introduction:

In present scenario, everyone follows their own teaching practices and style. But from ages we have had some methods of teaching. In a view, there are number of books available on English Language teaching: techniques, methods, approaches, activities, technology based

teaching etc. But, still we are looking for new, because time has been changing. Tradition of English language teaching has been subjected to a tremendous change, especially, throughout the 20th century.

Anytime and anywhere the language of English is evergreen. But we know that it has drastic changes from years. Students are burdened with studying, learning and grasping, and of course, lectures with the collection of relevant information from prescribed texts.

The history of English language teaching presents a fascinating variety of methods. Since 1840, There have been practicing many approaches and methods such as grammar translation method, Bilingual method, the bygone methods, the peer practice, the present trends, new teaching design, new devices, the ICT and CALL to teach English language skills in India. Teaching and learning English in India has specific purposes which needs many changes from time to time. It is now taught as to improve of four language skill. He should be flexible enough to swift multiple approaches so as to enable him to make learning effective.

English Language Teaching Methods and Approaches

particular, something broadly labeled the grammar translation method, direct method, structural-oral-situational approach, audio-lingual method, bilingual method, communicative approach, and humanistic approaches etc.

The Grammar Translation method

The grammar translation method had its origin in Germany and was popular from the 1840s to the 1940s. It is a way of learning a language by studying the rules of its grammar and then applying these rules to the translation of sentences and texts. Vocabulary is taught through bilingual word lists. Accuracy of language is given great importance. The method focuses primarily on reading and writing skills, with little attention to listening and speaking. The syllabus comprises prose, poetry, grammar and written work. The texts consist of long extracts from great writers chosen for their intellectual content. The method is not too demanding on the teacher.

The Direct Method

The direct method sometimes is also called as the 'reform' method, 'natural' method, 'psychological' method, 'phonetic' method, and 'anti- grammatical' method, was established in France and Germany around 1900. This method was developed, as Rao has pointed out, "as a reaction against the grammar-translation method".

The associations had to be direct, concrete and definite, and cross associations which conflicted with each other had to be avoided. Repetition was essential if associations had to be formed and reinforced. So, if a learner is motivated and wants to learn a language, he/she will do it. The teacher materials, namely, texts, dictionaries and grammar should be interrelated and coordinated to make learning effective. There should be no memorization of word lists, verb declensions, etc. Grammar teaching should begin at the sentence level as syntax is the most important part of grammar.

The Structural-Oral-Situational Approach

The S-O-S approach comes into being as an alternative to the direct method. It is an outcome of the experiments carried out in the army camps during World War II. The S-O-S approach is the systematic presentation and practice of carefully selected and graded grammatical structures of English in effective and meaningful situations. The approach is based on the assumption that language learning is a matter of habit formation. Habit formation involves a lot of repetition and conscious drilling of the language items. In this approach language items are first taught orally. Reading and writing are followed the oral work. Language is primarily speech and therefore the spoken form is given priority over reading and writing. Language items are graded according to their frequency, use, and teaching. Learners in South Indian schools are expected to learn the use of more than 250 items before they take their school-leaving examination.

The Structural Syllabus Works in the 21st Century India

1. Pronunciation
2. Lack of uniformity
3. Need for research
4. Re-training of teachers
5. Duration of study
6. Examination reform

Communicative Approach

There is no on communicative syllabus, only a communicative approach. All communicative syllabuses have some features in common. The communicative approach makes use of some techniques, like the information-gap technique. The communicative approach has implications for the classroom teacher in terms of his/her way of teaching and attitudes. Teaching based on the communication approach is eclectic.

The Audio-lingual Method

The audio-lingual method treated each language skill separately: listening, speaking, reading, and writing. This method focused primarily on the skills of listening and speaking, in accordance with Moulton's first slogan: *language is speech, not writing*. The skills of writing and reading were not neglected, but the focus throughout remained on listening and speaking. Dialogues were the main feature of the audio-lingual syllabus, and they were the chief means of presenting language items. Pattern drills were an essential part of this method and used as an important technique for language teaching/ learning. It gave learners an opportunity to mimic a model and memorize language patterns.

The Bilingual Method

The Bilingual method proposed by C.J. Dodson tried to incorporate different aspects of the direct method and the grammar translation method to evolve an effective second language teaching method. This method is built around situations. All language skills are considered equally important and no skill is 'postponed' to a later time. Fluency in language skills is achieved in each situation. Mastering of skills is not seen as a long term, painful process. In the early stages, the focus is on oral or conversational proficiency, and this is to be achieved in each situation whatever its range.

Task Based Language Teaching (TBLT)

Task Based Language Teaching (TBLT) is the current paradigm which is basically an offshoot of Communicative Language Teaching. Nunan (2004) states that "experiential learning or learning by doing" is the main concept of TBLT.

Humanistic Approach

Language is learnt through the basic building blocks of sounds, as sound is a common characteristic of all languages. The teacher's silence encourages peer interaction and group cooperation. Language learning is done best in a non-threatening atmosphere. The teacher is a silent 'engineer' in the class, and so the learners do not feel threatened. Learner errors are dealt through self-monitoring and peer-correction. No disapproval is indicated by the teacher.

The Silent Way

The Silent way was evolved by Caleb Gattengno, a teacher of mathematics. In the 1960s, he proposed this method, which was based on the tenet, 'teaching must be subordinate to learning.' In the Silent Way, the teacher is almost silent; the learners do all the talking. The teacher builds on what learners already know. She/he follows the 'known to unknown' principle. Language is learnt through the basic building blocks of sounds, as sound is a common characteristic of all languages. The teacher's silence encourages peer interaction and group cooperation. Language learning is done best in a non-threatening atmosphere. The teacher is a

silent 'engineer' in the class, and so the learners feel free to involve and express ideas and learn effectively. Evaluation is done through self-monitoring and peer-correction. No disapproval is indicated by the teacher.

Suggestopaedia

The Suggestopaedia was a method advocated by Dr Georgi Lozanow, a Bulgarian doctor of medicine, psychiatrist and para-psychologist. It is based on the principle of 'joy and easiness'. Methodology is based on 'suggestology', a psychological theory which reveals that human beings respond to subtle clues of which they are not consciously aware.

Learning takes place best in a relaxed and happy atmosphere. Sufficient listening time should be given for learners to absorb the new material. Fine arts (music, art, drama) and suggestion should be integrated with the teaching/learning process.

Teachers as Lifelong Learners

Apart from the above mentioned items, Andrian under hill lists out the following as the recent trend which are very much prevalent in English language teaching. They are:

1. Networking, interest and support groups.
2. Learner-centeredness and learners needs.
3. Reflective practice and teacher learning.
4. Portfolio development for teachers.
5. Syllabus design/materials development.
6. Criticism of published materials.
7. English as an International language.
8. Corpora.

The Present Trend in English Language Teaching (ELT)

All over the world, the student centered English language learning seems to have realized that bygone is the days when teachers reigned their class with all monopoly where the students remained as passive.

Over the past 20 years, education has become intertwined with learning online, the Internet has evolved from information and communication technology environments to a network of virtual spaces built on the dynamics of social communities. English language learning in the 21st century has new technological tools at hand. In order to meet the demands, teachers require playing significant role of facilitators of English language learning, and they should use innovative trends methods. The teachers should not depend totally on textual materials but they can use advanced technological tools to supplement their teaching such as follows:

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1. Computer Mediated Communication (CMC)
 2. Computer Assisted Language Learning (CALL)
 3. Web Based Learning
 4. E-mail
 5. Blogs
 6. Skype
 7. Mobile Phone
 8. Ipods

For the learners of English, there is a need to expose them to authentic situations where LSRW skills, communication skills and rich Business English vocabulary are used. Such training can be facilitated with the help of technologies, particularly CMC, CALL, WBL, E-mail, blogs, skype, ipods and mobile phones. These tools enhance students' level of confidence to learn English language skills effectively. Integrating new trends and technologies guarantee a bright future for the students in their personal and professional life.

Conclusion

In order to capture the interest among the students, the teachers need to adopt new trends and to plan new activities in the English language classroom. Life is not static; change is the nature of law which is beyond human control. Educational organizations have to keep pace with changing environment. As George Bernard Shaw quoted that Progress is impossible without change, those can't change their minds can't change anything. Richards and Rodgers believe that a teacher's role should be as a part of designing the material, components of a method etc. Learning English language skills has been changed from teacher-centered learning to students-centered learning. Thus, a teacher plays the role of a controller, organizer, evaluator, promoter, participant, resource person, tutor and observer.

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AN INTERCULTURAL APPROACH TO ENGLISH LANGUAGE LEARNING IN THE CONTEXT OF ENGINEERING STUDENTS IN INDIA

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Abstract:

This paper discusses a few aspects of Intercultural English Learning or Teaching (IELT) and how IELT can contribute to the development of proficiency and career preparedness especially in today's engineering students of our country in particular. It can be said without a hint of doubt that IELT has proved to be pivotal factor in propelling engineering students to reach greater heights in their search for suitable careers. The presenters of this paper wish to first highlight the present status of English as world language and its implication for the language or culture education. This paper then goes on to discuss what IELT is and what it consists of and how IELT components can be realized in non western classroom. As most Asian countries particularly in the Indian educational scenario English is recognized as an indispensable language for 'intranational' or 'international' communication. Structurally speaking, as the spread of English progresses, English is bound to reflect a diversity of disparate cultures. More specifically, if keenly observed non-native speakers are taking advantage of this additional language and are quite interested to explore new dimensions of English usage, phonetically, lexically, syntactically, semantically and pragmatically. As it is widely known and accepted, that no language is used to its fullest extent possible by native speakers there arises a scope left for non native speakers to exploit it in their own unique ways. The authors of this paper would like to stress on the fact that the ultimate goal of intercultural approach to language education is not so much 'native speaker competence' but rather an 'intercultural communicative competence'.

Keywords: Intercultural English Learning or Teaching (IELT), assumptions, proficiency, pivotal, careers, culture, international, phonetically, lexically, syntactically, semantically, pragmatically, diversity, disparate, exploit, competence, communicative.

Introduction

When we talk about this aspect of English language, do we really ask ourselves what it truly means functionally and structurally quite different from other languages of the world.

Functionally speaking we need to be aware and open our eyes to the fact that English has conspicuously spread among non-native speakers as a sizeable number of Asian, African, Pacific and various other countries designate it as their official, associate official or working language. In such situations seen in present day context millions of students are learning English as a language for wider communication and most importantly career opportunities.

As studied from our educational scenario for engineering students English is not the language for them to use only with Americans or the British but also with fellow Indians and their Asian counterparts. What actually happens is that Indians behave like Indians but speak English in Indian ways and customs, which really does harm to the language but helps in the aspects of assimilation and adaptation. Not only in the Indian context does this take place rather it is prevalent in the wider pan-Asian process of language learning. This truly demonstrates that English now is an inter-cultural and multi-cultural language.

The Concept of inter cultural learning

It is nothing quite new but rather a process of becoming more aware of and better understanding of one's own culture and other cultures around the world. The primary aim of intercultural learning is to increase international and cross culture tolerance and understanding. This can take lots of forms, and English language acquisition is one such avenue. Intercultural awareness in language is often spoken about as though it were a 'fifth-skill' the ability to be aware of cultural relativity following reading, writing, listening and speaking. Language itself is defined by a culture. One cannot be competent and well versed in the language if he or she is not able to understand the culture that has shaped and formed it.

An individual cannot learn a second language if he or she does not have an awareness of that particular culture and how that culture relates to our own first language/first culture. It is in such forums that intercultural learning locally and at times globally takes place.

Intercultural communicative competence is an attempt to raise students awareness of their own culture and in doing so helps to interpret and understand other cultures using English language as the medium.

Intercultural English Learning/Teaching (IELT)

All language teaching approaches suggest particular ways of thinking about what language is for and aptly implies how humans learn new languages. If analyzed carefully the communicative approach views language primarily as a means of information exchange and embodies "communicative competence" as "what a speaker needs to know in order to be able to

communicate appropriately within a particular speech community".(Gumperz & Hymes,1972, p.7).

Intercultural English Learning teaching draws on the discipline of ethnography. Language seen in the context of ethnography is viewed as one of the primary ways in which an individual is able to manage his or her relationships with others. Here we need to be able differentiate from the communicative language teaching approach in which language is seen as primary means of exchanging information. In order to grasp this English language trends it is important that we make Engineering students fully understand the correlation between diffusion and adaptation. If things are to spread, they must most normally imitate. And this is what is needed in the curriculum and syllabus framework for engineering students. The language needs to be diffused into singular and contextual jargon easy for them to relate and inculcate to their main core area subjects of learning.

For example, if one wanted to start a MacDonald store in India it would be disastrous and sacrilegious to serve beef hamburgers due to cultural context and practices. They will be accepted and popular only when they adapt and change their way of functioning according to local customs and traditions

The fact evident before us is that internationalization of English has prompted the diversification of English. The resultant diversification is the cost one has to pay as the result of internationalization of English. We need to remind ourselves at this juncture that English has become an international common language simply because it being enriched as a culturally diverse language. The curriculum for engineering students under such particular context should be based on their diversified needs of core job skills and enhanced communicative skills to share their ideas and acumen in today's business world at large. Their jargon and vocabulary should relate to their core areas of specialization and additional language skills interlinked for career growth.

Conclusion

It should be clear by now that IELTS has immense potential and wide scope of opportunities. We should also bear in mind that without teacher's awareness and understanding of IELTS main streams, student's intercultural knowledge, behaviors, and attitudes along with their critical thinking are all put in danger.

Suitable training thus for teachers to be equipped with those intercultural mainstream's should be implemented. As we are all aware that professional growth is essentially a question of time, struggle, commitment and support. This can only be realized through a combined effort from educational institutions and Para educational agencies.

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FLAIR PLAY: PRESENTING LESSONS PERSUASIVELY IN ELT CLASSROOM

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Abstract:

Presentation is probably the most critical part of teaching English language. A teacher should keep in mind the fact that the learner's knowledge of English is possibly very poor. A successful teacher is the one who presents the lessons in such a way that the students may become confident that learning is easy and achievable. A well-prepared lesson plan evokes the spirit of eagerness in the learner to get involved in the activities that are interesting and challenging and it can promote enthusiastic learning. This is made possible with some extra planning. Some of the activities like, Skill Grouping, Collaborative Learning, Vertical Grouping, Anonymous Questions that give them voice and choice, etc., can make a lesson plan persuasive. If one or more students are not participating or are not engaged in the lesson, then the teacher has to examine his/her lesson plan to see if it fails to include the content, process and the management of the class.

If the teacher expects the students to do what he/she wants them to do, then he/she needs to organise a well-planned lesson that can meet the needs, interest and the pace at which the students work and include anticipation and even expectation that the students may get diverted from the teacher's lesson plan. All these can be of help in order to sustain the interest in the learner. The teacher will be more effective in the classroom, if he/she keeps the emotions in tune with the learning outcome. This paper is an attempt to present a well-designed lesson plan to help an effective presentation in ELT classrooms.

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Presentation is the most critical part of teaching English language. There is no doubt that the best classes are led by the best lesson plans. A good lesson plan paves the way for the basic model lesson paradigm to practice and to communicate the effective outcomes in the language learning classrooms. However, it is equally important for the teacher to know how to step out of the limelight in order to delicately move out of the students' paths. In other words, the teacher as an entertainer essentially encourages the students to do the things that will help them become competent in the language.

The teacher should keep in mind the fact that the knowledge of English of the learners could possibly be very poor. Sometimes, familiarity with the students can even lead to a lack of lesson preparation. In the everyday routine of teaching, the teacher may tend to falsely believe that he/ she can work something out as the class progresses. The other common diversion from planning the lesson is to re-teach the lesson which has been already done with other classes.

A successful teacher is the one who presents the lessons in such a way that the students will feel learning is easy and achievable. A well-planned lesson plan evokes the spirit of enthusiasm in the learner to get involved in the activities that are interesting and challenging which can lead to enthusiastic learning. In planning the lesson, the teacher has to carefully consider the various aspects of the English language from the learner's viewpoints, such as:

- **The context of the lesson in the learner's terms**
- **Modelling and target language**
- **The objectives of the lesson in the student's terms**
- **What the students will do at each stage**

This can be possible with some extra planning. Some of the activities like, Skill Grouping, Collaborative Learning, Vertical Grouping, Anonymous Questions, giving them voice and choice, etc., can make a lesson plan persuasive. The teacher needs to convey the need for order by establishing his/her presence in the classroom. The commitment and enthusiasm of the teacher must be obvious as the students often listen to a teacher who leads by personal enthusiasm.

If one or more students are not participating or are not engaged in the lesson, then the teacher has to re-examine his/her lesson plan which may at times fail to include the content, process and the management of the class. If the teacher expects the students to do what he/she wants them to do, then he/she needs to organise a well-planned lesson that can meet the needs, interest and the pace at which the students work, which include anticipation and even expectation that the students may get diverted from the teacher's lesson plan.

Here are some of the examples of presenting lessons persuasively through the authentic material designed for Beginners and Intermediate level.

1. Lesson plan for Nouns (Naming words)

Time Duration: 40 - 45 minutes

Age: 7 to 8 years

Level: Beginners

Objectives:

- To help the learners to understand the definition of a noun and attribute it to the name of a person, place, animal or a thing.
- To help the learners to understand the difference between the count nouns and the mass nouns.
- To encourage the learners to identify the noun in a sentence.
- To help the learners to construct their own sentences using nouns.

Language level: Naming words, Count nouns and Mass nouns and simple sentences.

No. of students: 20

Aids: Language game, Cartons, Flash cards, colourful pictures of park, work sheets and naming objects and music.

Warmer: Language Game

Duration: (8 min.)

Objectives:

- To help the learners to understand clearly the definition of a noun.
- To make them redo the activity and repeat it and help them to learn it for themselves.

The Process:

The learners are asked to sit in a circle. Four cartons and a label on each (person, place, animal and thing) is stuck on the carton. Light music is played in the background. The teacher has ten flash cards of each of the items mentioned on the carton. As the music goes on, the teacher pronounces each word aloud and puts it in the respective carton. Later, the flash cards are taken out of the carton and the learners are called forward and asked to identify the flash cards and redo the activity.

Pre-task (10 min.)

Objectives:

- The learner should be able to observe the park situation and pick up as many of the naming words as possible.
- The learner should be able to frame simple sentences basing himself on the situation.
- The learner should be able to gain some basic knowledge about mass nouns and count nouns.

The Process:

The colourful picture of a park is displayed in the classroom. The learners are asked to observe the picture for a while and identify the naming words. They are then separated into four groups. Near each group, a carton is placed. Each learner has to write down the naming words for the respective carton and perform the specified task. The teacher, based on the picture, helps the learners to understand the difference between the mass nouns and the count nouns.

While-task (15)

Objectives:

- To encourage the learners to frame basic sentences using the naming word.
- To help them to identify the mass nouns and the count nouns in a given sentence.
- To provide them with an opportunity to express what they have comprehended.

The Process:

A group is asked to pick up at random any two slips from each carton and frame a sentence. The learners discuss among themselves and try to frame sentences on their own. Once the activity is over, they are expected to read out aloud their sentences for the other groups to hear. Worksheets are given to each learner for individual performance. They could be:

- Fill in the blanks

- Circling the odd one
- Identifying the mass nouns and the count nouns.

Post-task (12 min.)

The follow-up activity is done in this phase. The learners are provided with the opportunity to draw and paint the picture of a park or of nature. The teacher goes to the learner and encourages him to speak a few sentences on his own.

Fun activity: STOP & OBSERVE (2 min.)

At the end, a fun activity is conducted by the teacher. A huge display of objects and flash cards of naming words are kept on the table. Music is played in the background. The learners are asked to dance and go around the table. Once the music stops, the teacher calls out aloud, 'stop & observe' the name of an animal. All those who have either a flash card or an object continue to play.

2. Lesson plan on authentic material (railway timetable).

Activity title: Communicative activity using a railway timetable

Time: 40-45 minutes

Age: 10 to 15 years

Language level: Intermediate

Objectives:

- To enable the learners to develop productive, receptive and interactive skills that are essential for effective communication.
- To enable the learners to communicate in real life situations.
- To provide them with listening and reading activities to develop their skill for receiving information.
- To provide them with speaking and writing activities to develop their skill for producing information.
- To help them to understand the importance of verbal and non-verbal language in communication.

Material: Railway timetable

Language Level: Simple present tense and Questions

Skills:

Aural/oral

Language function

Drawing attention

Seeking and giving information

Thanking/ responding to thanks

Complaining

Preparation:

Collect some used railway timetables.

Create separate task sheets based on different timetables.

Warmer: (5 min.)

- Asking **questions related to the content in order to** encourage participation and increase understanding.

For Example: *Do you love to travel by train or bus?*

How many of you know how to book a train ticket?

Can anyone of you share your travelling experience?

Pre-activity: (10 min.)

Objectives:

- To create interest in the learner to perform the main task.
- To activate in the learners their prior knowledge and to prepare them to acquire the language that is necessary to perform the main task.

Procedure:

Divide the class into groups of five. Give to each group a sheet of the railway timetable. Encourage them to read, discuss, and understand the timetable.

- **Discuss expression for:**

1. Seeking information

For Example: *May I ask/ know?*

Could you please tell me?

2. Giving information

For Example: *Just a minute! Yes! It leaves from*

3. Thanking

For Example: *Thank you/ Thanks a lot.*

4. Responding to thanks

For Example: *It's alright, ok! Okay / You are welcome.*

- **Encourage the learners to ask Questions (5 min.)**
 - What's the name of the train no. 2440?
 - When does Konark Express leave for Mumbai from Vijayawada?
 - Why is the passenger train delayed?

While-activity (10 min.)

Objective:

- To enable the learners to organize oral or written communication based on communicative tasks, such as:

1. Information gap:

- To promote speaking activities - when a participant or a group possesses the information which the other groups do not have and while one searches for the information that another person/group may have.

Ex: A student who forms a pair with another student, might have the timetable for the odd train numbers, while his partner might have the timetable for the even train numbers. Their task is to use communication for finding out the complete information regarding the schedule of all the trains.

2. Matching activity:

- To promote the reading and speaking processes through which the participants will be able to match pictures with pictures and texts with texts (both oral and written), by using questions.

Model preparation tasks:

- Tell each group to choose “an enquiry desk” (among the students themselves, while some of them will act as passengers).
- Give out a task sheet.

Post-activity (15 min.)

Objectives:

- To see the reflections, ideas and language that were produced during the main activity.
- This phase also includes additional language drills and integration of other skills (verbal and non-verbal).

Modelling the task:

- Allot about five minutes to practice for the role play.
- Encourage each group to enact the role play.
- After the presentation, discuss the expressions used by the learners.

Productive skills of speaking and writing are developed by **simulations**. Simulation is reproducing an episode of the real world, in the classroom environment, in the form of a role-play or discussion (problem solving). Thus, the railway timetable can be used as an effective tool for language learning.

To conclude, the teacher will be more effective in the classroom if he/she keeps emotions in tune with the learning outcome. This can be of help in order to sustain the interest in the learner. In planning a lesson, a teacher needs to consider the abilities of the learner and expect the desired outcomes. For this, a teacher has even to play various roles, in other words, a flair play to give herself totally to the best of her ability.

The famous song “Just a Teacher” from the book ‘*Tribes*, by Seth Godin’ is filled with the various duties of a teacher towards her students.

Just a Teacher

Today *I* was a nurse binding a hurt with a white bandage of compassion,
A doctor healing a small broken world,
A surgeon suturing a friendship together,
Today *I* was an alchemist seeking gold in base metals,
A scientist answering endless whys,
A philosopher pondering elusive truths,
Today *I* was an entertainer, refreshing young minds with laughter,
A fisherman dangling learning as bait,
A pilot guiding youth away from ignorance,
Today *I* was a general campaigning against intolerance,
A lawyer speaking out for brotherhood,
A juror weighing right and wrong,
Today *I* was a philanthropist sharing the might of the past,
A mother wholly giving love,
A humble follower of truth,
Mine are such varied occupations,
How can they (students) know me?
I am Just a Teacher.

This paper has been an attempt to present a well-designed lesson plan to help in effective presentation and implementation.

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EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS- THE TOOLS FOR PROFESSIONAL EXCELLENCE

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Abstract:

There is no doubt to say that Communication and Emotional intelligence are the primary sources for man to have an excellent or adverse life. The positive consideration of communication must excel human. Hence, we should be determined to acquire communication skills and emotional intelligence. Today, the word communication skill is an absurd in the mind of people and there is a lack of intellectual perception to know the multi involvement of it to empower man in all disciplines as well as humanitarian ability in communication perspective. Nowadays, man is getting failure in his professional life as well as in personal life because of lack of emotional intelligence in their communication. In this view, I would like to take my part to share my thoughts to voice out about emotional intelligence and effective communication to deal with any situation in life.

Key words: Communication, Perception, Disciplines, Professional, Intelligence, Emotional.

Man was socially intellectual in the part of his life skills though he did not know the term at that time, but today we have the courses and classes everywhere but there are many problems in personal and professional life of man. It is known that man requires the early process to acquire the social intelligence. Now a day's man is bothering about passive learning, commercial learning, earning and forgetting the social etiquette which offers him peace of mind in his life. Philosophers and learned people are reminding man to realize the need of life skills practically and to enjoy the human life. Emotional intelligence and communication skills are the parts of life skills, which play a major role in shaping a man into a good mental formation. It is understood that man will be a wild animal rather than social animal when he fails to manage his emotions lacking its intelligence. There was no much importance for professional life of man in ancient days but personal and he worked a lot to stabilize him in the maintenance of personal life and relations are exploring day by day as per the need of man in the society. Hence man is supposed to manage and should be excel both in personal and professional life without any substitutions.

Origin of Emotional Intelligence and Communication Skills:

It is known that man is born with empty chips of all human requirements which should be filled with. But, it is observed that the basic requirements are there in his brain as per some notes by philosophers, psychology and science. The word emotional intelligence was explained in the Gardner's book on multiple intelligence & interpersonal intelligence in 1983 and in Thorandike's book on 'Social intelligence' in 1999. In Gardener's book on 'Interpersonal intelligence' it was explained about the understanding of interaction, motivations and desires of people. As per their illustrations of man's emotional intelligence, communication is hidden and it has under relation with emotions. Both the terms emotions and communications are inbuilt patterns in man and the necessity to do is to excel the intelligence in some particular areas to manage the solutions in man's life. Having a great concern about both the things man should be offered a good environment which gives access to imbibe emotional intelligence (EI) and communication skills (CS) without which man cannot survive having peace of mind.

Emotional intelligence is nothing but the maturity level to manage our emotions in proper manner and to control our emotions in any context while we present our opinions and thoughts to others. There are many roles we have to play and incidents we have to face in our life. In such cases if we display accepted emotions with intelligence we will be the winners of other's hearts and respectable as we steal their hearts. Unlike the winners, some people don't bother about the process they have to deal by their emotions and fail in the task. So, emotions are feelings by which we display our anger, happiness, stress, sympathy and frustration.

Communication skills as an interpersonal skill, denotes how we have to share our ideas, feelings and information to be understood by others and in the same way it is an ability to understand others views with our sharp decoding to respond them. Such a way enables us to have good relations with people in our life. The process of communication involves in two tracks as verbal and Non-verbal communication. Verbal deals with Listening, Speaking, reading and Writing. Non-verbal deal with human related and non human related as Body language and other than body language like symbols, birds, sign marks, paints and flowers conveying some meaning. So, communication as a media it works everywhere in human life which gathers the thoughts and people to work in unity and to have success full life style. When a person is able to manage all the above aspects we can have good mental strength and peaceful life which is the ultimate triumph of man in the world.

Emotional Intelligence and Communication Skills -- Personal life:

In the basic living in community (society) with his bondages with his family members and his neighbours man has to gear up to know the uses and power of the areas from his

beginning of life to have pleasant life. All of people live but only some can survive by the two qualities EI & CS because many people fail in them as they neglect these. But it is not proper living and they miss the exact contentment of human life. So, to be experienced the greatness of personal life for the excellence. We are supposed to be intelligent of emotions and communication skills to have long lasting relations with some people. It is identified that one who is good at his personal may be good at his professional. In such a way one who work in both areas he achieves professionally also. Hence, to be excelling at personal life we should have emotional intelligence and communication skills.

Emotional Intelligence and Communication Skills in Professional life:

Today, man has more bondage in professional life then personal life to succeed his life with aims. It is 70% life in profession and personal life with 30% to succeed. As a young boy in professional educational course and as a man in professional business, man has been explaining in different sectors. In the journey of this professional we have to take care about the methodology of managing our emotions and communication in a matured manner to make the situation very smoothly. So, henceforth we have to learn a lot to be successful after every incident even it is a failure in management.

In the present scenario, education is being spread in professional disciplines; Business in all government and private sector of national and international and research in medicine, technology, agriculture and constructions. This kind of system, as it is global, we must prepare as a challenging task. We know well that prevention is better than cure. Here, it implies that we should be prepared not to fail in the deal of emotions and communication. We cannot understand or estimate the consequences once if we are misunderstood in our profession by our malfunctioning in the areas of emotions and communication. Controlling emotions is a great human behavioural aspect and presenting something to somebody and convincing someone for something makes man to high social status. Because of this reason we always strive for the social status by the learning to have excellence in professional life.

But, in the current professional forum, man is concentrating on professional life as it is the greatest path to provide man a distinguished career. But people are not bothering about the key of the success in professional area. By this negligence, we many of us are failing in our professions. The result of the failure globally, philosophers, learned people, psychologists and theorists are threatening us to mitigate the rate of failure by the acquisition of both the aspects in our life.

Emotional Intelligence and Communication skills as Interpersonal skills:

The way to educate and enrich ourselves in our professional career is inter personal and intra personal skills. The skills determine to prepare a person to manage his behavioral aspects with in his/herself in emotional concerns and with other in communication skills. In some cases both of these may be considered as inter and intra personal skills as per the situational approach. If a person wants to manage himself it is intra where as if wants to manage with other it is inter. It can be understood with others whatever he wants to relate. So, all the requirements for a good personality in personal life and professional life come under the two skills. We can assert that every individual can be successful in their personal career if they are able to illustrate the two skills.

The Role of English Teacher in the development of EI and CS:

It is observed that many English teachers are ambiguous whether they have to teach English language skills or communication skills. The past time of English teachers was some different comparing with today. In those days people used to acquire the aspects naturally in the social life. But, today the aims and the environment to acquire the aspects naturally in the social life are somewhat different from the past. But, today the aims and the environment of people is entirely different. As a language teacher, there are three things we are supported to concentrate the language skills, communication skills and literature. But, many from the teaching community are sticking to only any one of the aspects. Hence, there is a great problem we can find easily. It is understood that our role should be changed as per the situation. In the same view, our role is very inevitable. In the three aspects as the students of higher education are coming from academics but not social etiquette. Unless we are aware of the role in the three areas, we will be the reason that the people fail in their personal as well as professional life.

In the present professional life, there are many expectations that a candidate should be a versatile genius in all aspects basically in the two—emotional intelligence and communicational skills as these two have a prominent role to make man successful in his profession. But, what is happening, man's expectation on his career are doing the two aspects. So that he is failing in his profession. It should be noted that the failure of an individual effects the development of society as man is social animal. So, while we are advancing in our aims we must bother to balance in the areas EI and CS with our physical distinguish ion: the development in man's external domain. So, there should be a great concern on emotional intelligence and communication skills by which we can enrich in the implementation of management all the situations. Ultimately it leads man's success in his present professional forum. Finally, my paper is to assume that the two things: emotional intelligence and communicational skills have a prominent role to direct us to have excellence in our profession and it is that there will be no contentment in our professional life as

well as in personal life unless we are aware to manage the skills emotional intellectuality and communication skills.

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**LANGUAGE AND CULTURE TEACHING THROUGH SHORT STORIES, WITH
REFERENCE TO 'THE COP AND THE ANTHEM' BY O.HENRY**

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Abstract:

Socio-linguists and anthropologists have for long recognized that language, its form and use holds the cultural values of the society in which the language is spoken. It is here that the culture occupies an important place. If we want to communicate effectively in English, the language used must be related to culturally appropriate behavior. Culture differs from society to society and there is a good effect of westernization on Indian society in regards to English language teaching, these variables should be brought to the notice of the students and explained profusely to make learning English a satisfying and complete process. As a language, it interrelates with different interpersonal skills and cultural events. So, language teacher should also focus on teaching culture. Culture plays a vital role in language teaching because some words or expressions in foreign language refer to specific meanings in a particular society, which may not be understood by the people of other cultures unless the cultural context is explained. For example, hundred days festival for 'Tooth Relic', if we don't give the cultural awareness about the festival which is being celebrated by Sinhalese in Sri Lanka the people may not understand the word 'Tooth Relic'.

Keywords: Culture, Cultural variables, Anthropologists, Interpersonal skills, Communication.

Introduction

Language teacher uses many methods or approaches to teach language but teaching language through culture is an interesting approach, to motivate and to cultivate zeal and enthusiasm among the learners. If the learner comes to know different aspects related to culture by understanding the expressions and words, it helps the learners to learn the language easily. To achieve this objective, a short story- 'The Cop and the Anthem', which has more cultural

components of the American culture is considered. The story is culturally interpreted and exercises that follow the lesson are designed to make the learners understand the culture through the attempts made by Soapy to survive in the society as described in the story.

The main reason for selecting short stories is to ensure that the story is completed in less than four class periods, so that the learners do not lose their interest. When the learners listen the story it will follow subsequent situation by situation and the learner gets motivated to listen. Then the exercises are also designed with great care to improve the learner's cognitive abilities while learning English as a second language. The widely read short story 'The Cop and the Anthem' by O. Henry is selected for cultural interpretation.

Teaching Procedure

The teacher asks questions that either connect to the main theme of the story or about the main character in the story as part of the warm-up activity and it links to the author of the story O. Henry- his writings and his major achievements. The background information is shared with the students like writer's writing style, uses of vocabulary, influence upon the writer, techniques followed by writer and his mark in the writing etc. to familiarize them with all details of the author and the background to the story. The students will come to know the lesson they are going to read, and the important things they need to understand. These are clearly explained while initiating the story as the objectives of the lesson.

Difficult words in the lesson are given under the section titled 'Glossary'. A case study is introduced after the lesson as a part of the exercise. In this case study, the short story has to be compared and contrasted with another short story written by a different author, who belongs to a different country and culture. This will enable the students not only to read another short story, but also to find out the cultural differences that crop up in the stories.

To assess the learners' understanding abilities of the story, a few short answer questions have to be framed. These questions revolve purely around the short story, major character, plot, storytelling techniques used by the author. These questions must be prepared to evaluate the understanding of the culture shock or the differences we find between the two different cultures. In order to develop the important skills in communication i.e., speaking and writing, the teacher should prepare a separate assignment. This must be focused on the main character or the main theme of the story. The speaking assignment has to be developed keeping in view that language learning should be continuous and it should not be restricted to the class room. Reading comprehension of the student should also be tested. An interesting or an important paragraph that has adequate examples of culture, as reflected in the story, is preferred to other paragraphs and questions are framed accordingly.

Warm-up activity

- 1) Have you read any short story? Can you speak few words about short story?
- 2) Do you know any orphan? Can you empathize how he lives in the society?
- 3) Imagine the situation when you failed get food.

About the Author

William Sydney Porter, popular with his pseudonym O.Henry, is an American short story writer. His works are known for ironic plots and unexpected twists at the end. His famous stories 'The Cop and the Anthem', 'The Gift of Magi', 'The Ransom of Red Chief', are simple in plot but make effective use contradictory coincidences to create ironic endings. In the year 1919, the Society of Arts and Sciences founded O.Henry Memorial Awards for the best American short stories published each year. O.Henry published over 500 short stories in many widely read periodicals and became one of the most popular writers in America.

Objectives

- To make the learners understand the life style of different people and some religious aspects as an important part of the society.
- To emphasize on different types of life styles in the society.
- To make them understand food is an important part of the culture.

Case Study

Compare and contrast 'The Cop and Anthem' with another story of O.Henry 'The Gift of Magi' and preparing some questions in order to understand the ability of receiving and understanding of the short story.

- ❖ 'The Cop and the Anthem' was published over a hundred years ago. Do you think it's still relevant to the present society?
- ❖ Soapy is the only character with a name.
- ❖ Soapy is inspired to change his life by listening to a piece of music.
- ❖ Who is Soapy? What cultural implications do you understand through Soapy?

Here self-study assignments on Speaking and writing have to be prepared on the basis of the short story. Teacher should explain the students about the reading activity and reading comprehension by giving some questions related to the short story.

Conclusion:

Culture is considered as a fifth skill, a hidden component in any language class. This kind of cultural interpretation of the story gives the learners a better practice in all the four basic language skills. The simple cultural situations and interpretations in the story 'The Cop and the Anthem' reinforces and highlights the role of the culture in English language teaching.

Thus language and culture are interdependent and interrelated. One cannot exist without other. Teaching culture and language brings in a new dimension in the teaching of English as a second language.

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