



ACHARYA NAGARJUNA UNIVERSITY



**Department of English
Nagarjuna Nagar, Guntur**



U.G.C-SPONSORED NATIONAL SEMINAR

On

Translation and Technology in Teaching

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MESSAGE



It gives me immense pleasure that the department of English of Acharya Nagarjuna University is organizing a UGC Sponsored National Seminar on ‘Translation and Technology in Teaching’ which is a right academic platform for teachers and scholars to explore English Language, Literature and Translation Studies in its myriad ways. In this rapid changing global scenario, I am confident that this Seminar will provide an accurate academic ambience to understand and explore the tremendous diversity of teaching-learning approaches. I firmly believe that the deliberations of this Seminar will add new perspectives to research and enrich the existing epistemology. I congratulate Dr. M. Suresh Kumar for initiating such an event and I am sure that the department will continue to maintain its excellence and character with great distinction.

Wishing the Seminar a grand success...

Prof. Rajasekhar P., M.A., M.Phil., Ph.D.,

Vice-Chancellor (FAC)

MESSAGE



A true sign of a good university is the presence of hectic pan-academic activity especially with regard to the rewarding and enriching research and impact-creating academic programmes that are tailor-made to meet the needs of the ever evolving global world.

I am pleased to know that the Department of English is organizing a UGC sponsored National Seminar on the topic "Translation and Technology in Teaching' during 12 and 13" March 2021. I congratulate the department and hope that the Seminar marks fruitful deliberations and recommendations that would be highly productive and rewarding for all its stakeholders.

I wish that the Seminar will host enlivening, informative and engaging discussions and motivate young researchers to immerse themselves in practice-oriented research.

I wish the Seminar a grand success.

Prof. Varaprasada Murty Pechetti, Ph.D.,

Rector

MESSAGE



In India, English is changing its status today from a bureaucratic and elite language to one which plays an increasing role in the lives of all its citizens. This is a welcome sign in the right direction and degree. The role of English language teachers has also increased in this context as more and more people, irrespective of their caste, color, creed, gender and status in society are coming forward to master the English language, which was hitherto a language of elite class.

This UGC sponsored Seminar on 'Translation and Technology in Teaching' is a right academic platform for practicing teachers, translators and scholars to understand the immortal value of an in depth and aesthetic study of literature in the first place and a study of English language teaching/learning in its myriad ways. The impact of Translation Studies as a separate branch of study can't be under-estimated.

In this scenario, I am confident that this Seminar will provide the right academic ambience to explore and celebrate the tremendous diversity of teaching-learning approaches. I hope issues connected to classroom methodology, learner attitudes, learning materials, use of technology, society's role in promoting English language and teacher's attitudes etc will be discussed at length and lots of practical ideas and practices will be exchanged and interesting insights will be shared in a mutually-productive learning environment.

I hope the Seminar engages scholars/academicians in rewarding interaction, productive critical thinking strategies in understanding various facets of English Language and Literature.

I congratulate the Department of English on organizing a Seminar on such comprehensive and diverse topic.

Prof. K. Rosaiah, M.Sc., M.Phil., Ph.D.,

Registrar

FOREWORD



TRANSLATION:

Conceiving a thought in the mind is the first stage of translation and expressing it in the mother tongue is the second stage of translation and if it is expressed in the other language, it is the third stage of translation. When a reader reads and creates his own text through the translated text, it is the fourth stage of translation. But in all these stages, there must be a common text. That is why the task of the translator is an extremely difficult task. Translation is a tool for Empowerment for Dalits. Translation of Dalit texts into English helps to enrich literature through empowerment, liberality, and as identified standard work. The translations hold a major place in Indian writing in English which holds the opinions of the communally and economically marginalized sections. This theme and sentiment is reflected in a paper by Dr. Kartika in this proceedings which reads like this:

Literature is considered the doorway of a society. The power of words endows Dalits to put their voice across so that people may understand the cruelty of the wrongs done to Dalits. Words put up together in works of translations act as ordinances to express their distress and anger against the humiliation and ill-treatment that they meet. Dalit literature is disapproval by all means of misuse based on class, race, caste, or community. Dalit literature where the works are translated into English remains the same throughout the country and for centuries, but the way they express differs. Hence, the main purpose of Dalit writings through translation is to safeguard the benefits of India's independence that Dalits deserve. Being the aboriginals in India, they should be given due respect and status.

Translation is a powerful tool that has a tremendous role to play in foreign language acquisition. It can even consider being the initial step for any language acquisition. It has got many advantages. The first advantage is its role in making the learners practice well in reading and writing so that this constant exposure towards the two faculties such as reading and writing ultimately helps them achieve mastery over it. Translation also helps develop communication skills because there are frequent collaborative activities involving the learning process of translation, such as fetching a situation, speaking about it, expressing one's ideas and concepts. It

is an integrated process that helps develop communicative competence; furthermore, it is a process encompassed by the qualities of clarity, potentiality, and accuracy. Translation nurtures the students' thinking capacity because students are encouraged to cultivate their abilities in grammar and vocabulary.

Translation is a tool to learn second language. Another paper with the title "DRIVING THE WHEEL OF EASY LEARNING USING TRANSLATION" is the ticket for the readers in their voyage to explore the accessibility of Translation in English language learning. The paper encompasses how the learning of English idioms, phrases, expressions, and grammatical rules to the seeker of knowledge can be made a cakewalk using translation as the tool to perceive knowledge on these lines.

This Seminar has tried to observe from Sanskrit Aesthetics to modern feminist Telugu writer P.Satyavathi's short story. Another paper studies the use of Sringara Rasa in Bhasa's Svapnavasavadatta. Svapnavasavadatta is Bhasa's masterpiece and the fruit of his genius. He treats this play with various sentiments in a simple, clear and sweet style. The first well-treated sentiment in this play is Sringara. The two aspects of Sringara are Sambhoga and Vipralambha. This play is treated with Vipralambha Sringara in which the sentiment of Pathos is interwoven. Dr. Sayibala's paper analyses the translated story of P.Satyavathi titled "What is my name?". It is a story of a woman's identity and individuality. The story revolves around a house wife, who forgets her name and tries to recollect it.

TECHNOLOGY IN TEACHING:

Technology has permeated all sectors of life. However, the integration of technology has been a journey of indecision and controversy. The recent pandemic has catalyzed this merger with suddenness and innovation. As the world reels back to normalcy, the future of technology is now set firm on a path of diversification and personalization. Despite the many advantages that technology can offer in teaching learning process, there are many questions that remain answered and many solutions unexplored. One such looming challenge is training teachers to use Ed-Tech effectively in the classroom. The teaching of languages and soft skills through technology offers a unique opportunity for the learners to customize and pace their programs at will. Such flexibility will encourage more learners to explore diverse domains of interest. But can a learner translate the knowledge and skills learned virtually into the workplace are a question that is yet to be solved. With the growing customization of Ed-Tech, many teachers often question the relevancy of teachers in the learning process. With the growing emphasis on self-learning, teachers need to maintain their relevancy against the rapidly evolving technology but rather than confronting the technology, it can be perceived as a solution to many issues that exist in the classroom. Integration of technology into education is perhaps one of the most challenging

aspects of the modern classroom and the main aim of this National seminar. Despite the changes in policies, teacher's perspectives, and the availability of resources, the use of technology is low.

Rapid development in Technology and increased use of cell phones and other multimedia leads to teachers' tremendous possibilities for teaching and accessing English. Major yardsticks that stimulate technological advances for such possibilities are YouTube, the internet, e-books, and other various websites. All this contributes to preparing lessons and instructing students. Integration of all these technology components helps bring out real-life issues in classrooms and leads to a meaningful discussion regarding the same. The advent of electronic gadgets has both merits and demerits. Life has become comfortable but at the cost of a decline in ethical values. With the advancement of educational technology in teaching and learning a foreign language especially English, Mobile assisted language learning (MALL) has come to a new level during Covid – 19 and post Covid – 19 situations. The advanced mobiles can provide many learning tasks and many learning applications to the students to better their linguistic competencies. They can help both the students and teachers because of their special properties.

Many papers attempt to highlight the challenges faced by the teachers of English in teaching soft skills to the students of engineering, during the pandemic. The online mode of teaching which has become inevitable due to the Covid situation has its pros and cons. The teachers as well as the students had to face certain challenges and many scholars try to examine the recent emerging trends and their methods in ELT through present-day technology. G.Manjula in her paper says that Soft skills are the basic tenets required for a meaningful life with a sense of understanding. Life Skills play a key role in Personality development and they must be learned but they can't be taught.

In another paper, Timsunaro Ao, the researcher from NIT, Nagaland, presents the perception of the students and how the integration of ICT has been particularly effective and revolutionary in the teaching and learning of the English language. Such a study may also give meaningful insights for policymakers in the state about the implementation of ICT for teaching and learning of language in the classroom. In another paper G.Herald opines that Communication is the hallmark of culture. Communication is civilization itself. Americans call it, "Communicology" because it is a blend of communication and psychology. Communicology is an academic discipline that distinguishes itself from the broader field of human communication with its exclusive use of scientific methods to study communicative phenomena. Higher education offers English for Academic purposes (EAP) so that they can practice language skills in a safe environment like a college or technical institute and later apply them for occupational purposes (EOP). In a country like India, many students come from vernacular backgrounds thus struggling to cope with English. In this regard, Extensive Reading is vital to excellent communication skills.

Dr.G.G. Ratnam states that teaching and learning are the two sides of a coin. Learning is a continuous process from the womb to the tomb. A method of teaching plays an important role in the learning process. The process will not be fulfilled until the learner gains knowledge from the subject. Because the purpose of teaching is not only to make the students get marks, but also to enhance the skills and practical knowledge of the students. Teaching the second language is a difficult task for the teachers. This paper deals with various innovative methods of teaching English language.

Sita Mahalakshmi's says that Gandhiji's success as a communicator was due to the various strategies he has insightfully designed to communicate with the people of India. The language, the style of Gandhiji and his use of the verbal & nonverbal resources for communicative purpose played a vital role to make Gandhiji become a good communicator. He always used simple and sweet language as he should be understandable to all categories of people. According to Communication Theorists, communication is nothing but sharing of meaning. Gandhiji was fearless and eloquent in his words. He recognized that communication is the most effective tool to share opinions and mobilize popular support. Mahatma Gandhi was a great communicator who never compromised with his principles but expressed them politely and adapted them firmly. He communicated with the people through practice and by setting an example. It is clearly observed that the soft skills that we are trying to learn now a days and what everybody must learn for better survival in the society, can be seen in Gandhiji's life. He followed the skills in his daily life. Understanding Gandhian principles is equal to learning soft skills.

The two aspects that the Seminar focused are Translation and Technology, and the scholars all over India have presented the multi-faceted aspects of these two key concepts which is reflected and permeated in this book. I thank the U.G.C officials and the University Authorities for giving me this opportunity of conducting a National Seminar on a contemporary issue.

Prof. M. Suresh Kumar,

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Director, National Seminar,
Principal Investigator, U.G.C. Major Project

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CHALLENGES IN TEACHING SOFT SKILLS TO THE STUDENTS OF ENGINEERING DURING THE PANDEMIC

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Abstract

The world has taken a 360-degree turn with the effect of Covid 19. The impact was felt on the teaching-learning process as well. Hard skills refer to a person's skill set and ability to perform a certain task or activity, whereas soft skills deal with a person's ability to interact and communicate effectively with colleagues, co-workers, and customers and are applicable at the workplace and beyond. Training students to help them enhance their soft skills, facilitating them with better job performance has become a practice at the undergraduate level. Credit-based courses and laboratories are introduced at the engineering level to train them in soft skills. Soft skills are the behavioural competencies, also known as 'Interpersonal skills', or 'life skills' or 'People skills', and involve proficiencies required for professional competence. They include various skills like etiquette, problem-solving & decision making, Time management, team dynamics, negotiation skills, public speaking, and participation in group discussion are a few to mention. The paper attempts to highlight the challenges faced by the teachers of English in teaching soft skills to the students of engineering during the pandemic. The online mode of teaching which has become inevitable due to the Covid situation has its pros and cons. The teachers as well as the students had to face certain challenges. Unlike other subjects which are conceptual, soft skills need a special focus and a lot of interaction between the teacher and the taught.

Keywords: Soft skills, Challenges, Pandemic, Technology

Introduction

There is no person or entity that was not affected due to Corona. It has brought about a drastic change in the lives of people throughout the world. The pandemic has left people clueless and thus life has come to a standstill for a few months. The teaching industry was also badly affected, not to mention the financial loss as many teachers have lost their jobs. Academicians across the world tried to suggest various means and methods proceed with the teaching-learning process as we cannot afford to pause the progress or development of the students.

The immediate and most feasible mode was to switch to online communication. This was not very easy as it comes with a lot of challenges and difficulties for both teachers and students. The time was insufficient to plan an elaborate methodology; we had to start with

whatever possible. Keeping students on track and not letting them lose contact with their learning process was the prime objective.

Technology has undoubtedly evolved drastically over the past few decades. It wouldn't be an exaggeration to say that every third person is equipped with a smartphone and internet facility irrespective of gender and profession. But the sudden shift to e-learning was not easy and not as smooth as was expected. Facing the pitfalls of digital learning is not only discouraging but also irritating and frustrating to both students and teachers in different ways.

The paper attempts to highlight those areas which proved to be challenging for virtual learning. Though the teaching-learning process involves the teacher and the learner, the role of parents cannot be neglected. There are various issues of concern from the parents' point of view as well.

To start with, the teachers had to suddenly shift their mode of instruction to digital/online without any additional training or preparation. They had to familiarize themselves with a lot of new digital tools to deliver e-learning. They had to start their day by opening multiple tabs for multiple purposes, which was new to them. The mental preparation and the strategies to be framed and designed was a difficult task. Any teaching culminates in testing and grading. So, online teaching also has to be tested and graded online. The assignments and quizzes were conducted online to assess the performance of the students. This again was new to students as well as teachers. The teachers had to adapt themselves and their students to this new way of learning. Some students who did not have direct gadgets or access to the internet had to depend on their parents' mobile, or in some families where there were more than two children at different levels and all of them had to attend online classes, they had to share. The prime motto behind all these processes is making online learning more effective and efficient.

These are the general issues and concerns experienced by teachers throughout the world. The topic of concern is teaching Soft skills online. Soft skills, also known as people skills or life skills are an integral part of teaching and training at the undergraduate level. The technical graduates are often said to be very proficient in hard skills like the ability to perform an activity or execute a program, design a logic, etc, but lack soft skills. This is merely due to a lack of proper orientation from the beginning and appropriate training further.

Soft skills include various skills like etiquette, problem-solving, time management, group discussion, public speaking, especially certain aspects of body language which can be best explained in a live classroom rather than online. According to the curriculum, the third-year students of Engineering take a credit course titled, 'Advanced English Communication Skills and Soft skills'. The main intention and the expected outcome of the course are to enable the students to enhance their communication skills and be proficient in their soft skills. This course will help them to be prepared for the job interviews and also the challenges at the workplace in the future. It becomes almost impossible to teach or practice topics like Group

Discussion and public speaking which need a group of people as participants or audience. The theoretical inputs will only help the learners understand the concept. The practice required to understand how one would behave in a real-time situation is not possible through virtual mode.

Group Discussion is a very important aspect of selection in the recruitment process. The candidates' ability to comprehend a topic, share his/her opinion, take a stand, agree or disagree with fellow beings, accepting others' point, convincing others to follow their point, coming to a common consensus, ability to be a team leader or team member are generally the qualities assessed during a Group discussion. To conduct sessions of practice and suggest corrections accordingly is possible and quite easy when done in a classroom. However, in an online classroom, the teacher and students are not in one place. The students are scattered and are in different situations and conditions. Some of them have some difficulty logging in or some other network issues. If one of the participants has got some issues, the discussion cannot be effective.

Similarly, public speaking and presentation skills are important topics that are very useful for technical graduates in their future endeavours. The students are made to practice making a presentation on any given/ chosen topic. The feedback is given by the teacher as well as the fellow students. This will not only help the student who has presented, but also the others acting as audience. They can assess the candidates and also learn not to repeat such mistakes in their presentations. When the presentation is made online, the candidate will not have the fear of facing the audience. He/ she is in a comfortable domestic ambiance which may not be helpful if they have to face the audience directly in a real-time situation. The practice of overcoming the stage fear which is a common hindrance among students during public speaking cannot be mastered through the virtual model of training.

A very important technical difficulty experienced was the poor internet connectivity. The servers were overloaded due to excessive usage of online learning systems, video streaming software, and other digital tools. Due to lockdown, people were at home. So, the usage of the internet for various other purposes also increased drastically. Millions of people around the world are using the internet simultaneously for various purposes. All the meetings, seminars, conferences were converted into webinars and virtual meetings. These consumed a lot of the internet. Apart from the academic and business, entertainment also shifted to the digital platform as many movies were being released through OTT. The platforms are overloaded resulting in poor quality audio and video, unstable internet connection or the current data plan is insufficient to cover the progressive e-learning needs. Unfortunately, nothing much can be done in this regard except that we need to adapt to slow internet speed amidst this lockdown and learn to live with it.

Another important factor that cannot be neglected at this juncture is the safety and privacy issues of the users. The management, teachers, and students are using some of these

platforms without realizing the intensity of the damage that can be caused due to technical interference into our personal information. Our privacy was at stake. Due to increased digital transactions, all the bank accounts were linked and the personal information was saved on the mobile phones. When the same devices were used for online teaching or learning there is a threat to our privacy. Data security prioritization is not very easy as most of the teachers who have suddenly shifted to online mode are not well equipped with technical knowledge. Such an outbreak like the covid-19, which demands a lot of digital utilization proves to be a fertile ground for cybercrimes. Hence, it is the responsibility of the service providers to keep the sensitive data from being stolen and make customer security a top priority for digital tools that help deliver e-learning.

Nevertheless, the users, either teachers or students also need to be cautious and make sure of certain things that will keep our data safe. We should be careful about the data we disclose on the internet and the information we post on social media. We could avoid or at least reduce the risk by following certain rules which are relevant to and useful in any situation-

1. Avoid using attractive but suspicious websites and applications
2. Do not click on any link without complete information.
3. Be alert and attentive before opening any e-mail or message from an unknown sender who is not in your contact list or found suspicious. (This may not be possible for some people who receive emails from unknown senders.)
4. Try to update the software regularly and contact your admin support before trying to resolve it yourself.

These are a few measures that can help us be aware of the possible cybercrimes due to excessive technical usage.

Another essential factor that affects students' motivation and helps the teaching-learning process is the psychological factor. Education does not limit to gaining knowledge alone, it is an exchange of information and knowledge between the teachers and students. It is an interactive process. The interaction is not only between the teacher and the students but also among the fellow students. Live interaction with fellow mates involving sharing, non-verbal communication, eye-to-eye contact, strengthen social skills. These are not possible in an online class. The impact on the psychology of the students due to lack of all these is felt tremendously. Hence, it becomes the responsibility of the teachers to support the students, stay connected, and keep the integrity of the classroom. The teacher should create an interest among students and also provide opportunities for students to express their views. This will help them feel connected with the class.

There are some serious challenges related to quality and effectiveness in online classes which remain unaddressed. With the sole intention of keeping the students engaged in the learning process, significant deficiencies like lack of human contact, absence of

opportunities and collaborative learning, direct teacher supervision, and most importantly lack of opportunities for hands-on learning experience are neglected.

The teachers can adopt different methods of assessment to increase the involvement of the learners in the process of evaluation as well. It has been observed that students seldom revisit their assignments to check the comments and suggestions of the teacher. Unlike the feedback method, feed-forward is a technique where the teacher shares the assessment criteria and informs the learners of what is expected, and subsequently marks them accordingly. This technique helps the learners to be cautious and make self-assessment. This will save a lot of time for the teacher and also improves the teaching-learning process.

Conclusion

Despite various challenges in switching over to the online mode of teaching, teachers have managed successfully to imbibe many hard skills and soft skills to make their classes as effective and more efficient compared to the regular physical classrooms. As a true teacher is a continuous learner, he/ she always strives to learn new things and apply new techniques in the teaching methodology to help students do better. That is the prime motto of any teacher.

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ENGLISH TEACHING THROUGH INNOVATIVE TRENDS AND TECHNIQUES

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Vijayawada-10

Abstract

"Innovation is born out of cultural excellence. This excellence is a process when an individual or a nation contrives to fulfill the dream with calculated risks", says APJ Abdul Kalam. Innovation constantly forms a powerful ingredient to facilitate the proper functioning of English language teaching (ELT). The emergence of recent trends in ELT increases its relevance in the education system, and it is a breakthrough to elevate the importance of ELT. The latest trends and innovations paved the way towards the transition of the age-old traditional phase of teaching the English language towards the modern English language teaching phase, thereby changing the English language's magnitude from less cultural to more prominence as a global language. This paper examines the recent emerging trends and their methods in ELT through present-day technology. I have referred the books like: 'ELT Methodology Principles and Practice' by Nesamalar Chitravelu, Saratha Sithamparam, and SooChoonTeh, 'Teaching Languages to Young Learners' by Lynne Cameron, A Practical Introduction to Teacher Training in ELT by John Hughes. And extracted the ideas in them and combined the pieces of information along with my analysis, and landed in this paper.

Keywords: Trends, Innovative, ELT, Methods, Technology.

Introduction

ELT field witnessed a drastic change within the last 50 years, making English one of the major languages. The emergence of so many polyglots and language learners tends to give many acronyms such as from TESL to TESOL and from western English to English as an international language. ELT's goals changed its focus from developing language skills and mimicking English speakers to stimulating a sense of gregarious responsibility in students. The significant changes in approaches are done by focusing upon teaching as in the mode of Eclecticism. It is an approach that involves a variety of language learning activities with different characteristics and Various underlying assumptions. In the present day, there is a sudden shift in language learning activities followed by applying L1 in L2 pedagogy and initiating the use of divergent accents in listening and learning activities with the implications

of frequent tests and similar exams. The field of teaching content, curriculum design, and assessment flashes on the growing importance of disciplinary and content knowledge leads to the emergence of new more and more programs by focusing on CLIL, SIOP, CBLI, and ESP. All these programs require teachers for cross-curricular, interdisciplinary teaching. This is done by formulating many textbooks and other learning materials, including multicultural content, helping students obtain multiple perspectives by depicting local and global resources. Expansion in the framework of communicative competence is another significant trend. The scholars started to look upon SLA as "multicompetence" in this dimension; the teachers should be attending both the local and international cultures. This strategy aims to develop speakers who are fluent enough to use English as an international language by not becoming mere learners who mimic other languages and cultures.

Rapid development in technology and increased use of cell phones and other multimedia leads to teachers' tremendous possibilities for teaching and accessing English. Major yardsticks that stimulate technological advances for such possibilities are YouTube, the internet, e-books, and other various websites. All this contributes to preparing lessons and instructing students. Integration of all these technology components helps bring out real-life issues in classrooms and leads to a meaningful discussion regarding the same. Furthermore, this kind of approach helps learners get connected from different parts of the world, thereby exchanging their ideas through the internet and other media devices. As the emerging generation, those who are well acquainted with such technological innovations need very strict and proper guidance from their teachers when it comes to the process of selection, analysis, and utilization of rightful information to meet their needs and goals. Among these recent trends, the teacher's role is also evolving. Thereby their responsibilities are also increasing. In this 21st century, teachers are acclaimed with various roles and responsibilities, mainly in facilitating students in their learning activities and becoming the ultimate creators for a highly productive classroom environment where students can initiate developing their abilities were needed for their future up-gradation. To develop practical communication skills and higher thinking skills among students, the teachers must execute content-based, Collaborative, and project-based curriculum, which all help students enhance their various abilities. In this process, teachers will not teach in isolation because they have opportunities to Team teaching, Collaborative teaching, etc. They are also provided with authentic and informative institutional support, including funding and attending various professional development activities by implementing new ways of assessing and teaching various learning activities.

What is the importance of English Language teaching in India?

India, being the land of diversity, displays a very high degree of cultural and linguistic diversity. Owing to the country's vastness, it nurses approximately 1.37 people belonging to different cultural backgrounds. India's linguistic survey has reported around 179 languages and 544 dialects, which falls into the Indo- Aryan language family. This diversity in linguistics

becomes a barrier to communication, thus, hindering its effectiveness. Though Hindi is hailed as India's official language, many regions in India do not use Hindi. As colonizers' language, English has knowingly or unknowingly become a part of Indian lives and customs. It has influenced most Indian languages as well. Once as the much "hated" language, English has now evolved as the language of commerce, medicine, education, and many other fields. This up-gradation of status enables this language to be the medium of progress and boundless possibilities. Teaching the English language has become an essential part of education in India. As English has emerged as the universal language, standard communication has now been considered through the English language. Since India is a country introduced to English by the British colonizers for its smooth governance and still follows its roots, it needs the help of the English language to upgrade itself in front of other countries as English has developed to be the third most spoken language world. In India, English is now used in all fields. It is impossible to survive in today's neck-to-neck competitive world without the command of English. The most progressive nations in the world are the USA and UK. The world, which has turned out to be a global village, considers it very important to use English for communication in all fields.

Created and Authentic teaching materials

Any field of study requires the learners to take the help of various study materials, especially during language study. In language learning, these materials directly or indirectly control one's learning, thereby commanding the language. In language pedagogy, the teaching materials are classified into two: the created materials and the authentic materials. The created materials include all those materials that are prescribed in the curriculum. These materials are prepared by experts and are the results of outstanding research and continuous evaluation and studies done on them. They provide the learners with standard information and quite useful as materials for classroom teaching. These materials can only be used to kick-start any language studies as they prove to be more prosaic and mechanical. They fail to create an environment of inquisitiveness among the learners, thereby making them less motivated. These study materials cannot also lend the natural use of language to its learners. Merely adhering to these materials can equip the learners with a skeletal view of the language, knowing its basics, but cannot contribute to a much more holistic study. Thus the created materials can be understood as primitive materials for language study. The authentic materials include newspapers, notices, brochures, magazines, journals, menus, greeting cards, images, postcards, tickets, product labels, songs, television programs, etc. These materials are highly useful in the study of language. They contribute to add upon one's vocabulary and help the learners know the jargon associated with any field. For instance, by going through a newspaper or a magazine, one is exposed to the "language of journalism." Thus these materials help the learners distinguish between the "bookish knowledge" and the "real knowledge."

Division of materials based on the medium

The medium used in the teaching materials can also be divided into four; printed materials, visual materials, audio materials, and audio-visual materials. The printed materials include all hard copies used for Language learning: books, textbooks, newspapers, magazines, etc. The visual material encompasses a wide range of forms that include paintings, drawings, cartoons, prints, videotapes, and three-dimensional structures. The audio aids are radio, tape recorder, language laboratory, audio cassette player, etc. The audio-visual material is a combination of the audio and visual aids and is the most effective of all other aids as they can draw the learner's attention with its visual and auditory appeal. This is one of the core reasons for the fast flourishing of computer or mobile-aided language learning. The wave of modernization has hitmen in every phase of life, so it is in education. Modern education involves using electronic gadgets like computers, mobile phones, etc., thus transforming ordinary classrooms into bright classrooms. This transformation enabled the pupils to undertake their studies with more interest and also making the learning fun. In ELT, this is referred to as computer-assisted language learning[CALL] or mobile-assisted language learning[MALL]. The CALL materials consider principles of language pedagogy driven by various learning theories such as behaviorist, cognitive, constructivist, and monitor hypothesis. These materials are generally found as supporting materials for classroom teaching, and this design is known as blended learning. Mobile phones do the role of a language teaching-learning material; by increasing the number of applications aimed at customized learning. The customization helps the learners to adjust their language learning process according to their needs by allowing them their own space, freedom, and pace of learning, which is alien to regular classroom teaching.

Glocal materials

Education demands the learners and society deal with the future challenges that are both local and global character. Glocalisation is a concept put forward by Robertson that speaks about blending the local with the global or vice-versa. In language learning, glocalization is defined as using locally available material as support materials for language learning. For example, a global language such as English can be understood based on locally available materials that adapt the materials in the international markets. This adaptation allows the learners to have a better understanding of the subject. An example of these materials is the adaptation of Gogo Loves English used in many parts of China. In some cases, teachers and the learners make use of the regional language for language learning .for instance, for an Indian learner, English is a foreign language, so he can use the regional language for a comparative study of the languages. This method helps transfer the linguistic skills from the regional language to English, termed retroactive cognitive transfer.

English language teaching through modern trends is another effective platform for the development of communication and thinking skills. One such effective mode is storytelling, when teachers use stories as a vehicle to teach English, thereby making classes more effective and interactive. In this teaching process, the teacher should be responsible for explaining the various incidents that are in correlation with the current situation so that students can easily

clasp the basic ideas of the content. A teacher should possess the quality of Humour because it is the fundamental underlying element that makes the class more exciting and intriguing. It also helps in avoiding the boredom that maybe strikes in classrooms. Sense of Humour should be controlled and maintained by the teacher to not take advantage of it and make the classes more lively and interactive. Another teaching mode can be done through various games like word games, vocabulary games, anagrams, puzzles, jumbled words, etc. All these games help the students to improve their vocabulary. The teacher could also conduct many quiz competitions on idioms, synonyms, antonyms, one-word substations. It will enhance the vocabulary of students. Another mode is through role-play and conversations, which improves their basic knowledge of English and avoids stage fear from students. The teaching will be more exciting and effective when the teacher conducts group discussions on any related topic or any lessons. A teacher needs to divide children into groups and should help them to participate in group discussions.

The use of multimedia in the classroom is another effective form of teaching done with technology, making the English language more accessible and practical. Usage of multimedia facilitates the classroom to more lively and compelling. That is, teaching English words by showing various pictures through multimedia is highly effective. Multimedia includes visual learning, audio learning, and vivid animation effects for motivating the students in learning English more vibrantly, effectively, and quickly. Such methods help in the development of communication capacity among students. Technological learning introduces Blended learning and the Flipped classroom, and in this method, instead of delivering study materials in the class and making students note down notes in the Flipped classroom, the teacher should record and share their lectures outside of the classroom. The students must listen to this before they are coming to the class.

Moreover, class time is developed based on their learning activities and other thinking activities. This classroom-type is very effective in teaching grammar because it directly enhances the communication skills among the students, thereby developing their thinking capacity. Teaching through multimedia technology provides students with more information than any textbooks because it helps them be familiar with different cultural backgrounds and primary real-life language materials. Such learning methods thrive students to invest their interest and energy in learning. So multimedia technology is breaking the traditional method of teaching and improving the efficiency of teachers. Even though multimedia is beneficial for English teaching, some barriers are that a teacher should be aware that technological platforms will not wholly consume them if the teacher is continuously using technology throughout the classroom. They will suddenly become the slave for media, and it may also lead to the breakage in the relationship between students and teachers due to the lack of communication between them. In English language teaching, teacher communication is very important, and the teacher is very responsible for teaching students how to pronounce certain words and comprehend sentences. When teachers use multimedia to pronounce a word, it never gives ample time for the students to grasp the pronunciation, so this is not entirely effective for the

whole class. Multimedia also leads students to become multimedia Savvy and also affects their diverging thinking capacity. When it comes to the financial side, the multimedia classroom is not all affordable for government schools, so in the overall scenario, if the teacher becomes slaves to technology, then there is a logical thinking skill.

We could overcome these barriers through specific awareness that the teacher should understand that overuse of media gradually decline the role of being a teacher and making teachers an unimportant element to maintain their role and never let multimedia replace their role. Sometimes the teacher can speak on some topics and ask students questions without entirely relying upon any multimedia. The teacher should not put a computer screen as a substitute for the blackboard, ask questions, and put forward points. This type of teaching readily fails to stimulate students' confidence because while a teacher writes on the blackboard, the students will follow the teacher's style of writing and use the blackboard to make corrections at a time. When the teacher asks the students to write it on the blackboard, it will help them break their fear of approaching the subject and the teacher. The teacher should also make the students more active and speak their minds to interact and ask questions. The major drawback on doing PowerPoint presentation is that it negatively affects the thinking capacity of students because, at that time, they were controlled by audio and video effects, so to cope up with this difficulty, the teacher should make sure that every student should take seminar classes while doing a PowerPoint presentation. During that time, the students are not allowed to read any text from the PowerPoint, and he or she must encourage their students to speak their own words instead of copying anything. To achieve better multimedia usage, a teacher should use every chance to communicate with their children by elevating their ability to speak and think, which will increase their thinking capacity.

The teacher can also depend on traditional teaching instruments like tape recorder etc. that helps the students to increase their listening capacity. There are misconceptions about multimedia that are mainly associated with making the classroom livelier. However, it is not at all true in any sense because multimedia usage will not help the class to be more interactive; otherwise, the teacher should make sure to let the students come forward and communicate because depending much on multimedia makes the students dumb and mentally ill-focused so in one Sense we must acknowledge the fact that classes that overly uses multimedia decrease the students' ability to acquire any language materials.

Nevertheless, we must keep in mind that all these are various blockages, but a teacher could completely overcome this by allowing them to take charge of the whole situation without letting any multimedia or technology take over them or control them. So if we use multimedia technology more appropriately and effectively without overusing, it will embark on laying a new foundation for the development of listening and learning capacity among students. Furthermore, a teacher can introduce both traditional and modern multimedia technology in

English language teaching. This will help the students have their final grasp on listening, speaking, writing, and reading skills. The emerging new and innovative trends through technology development have both positives and negatives, but acknowledging its limitations and taking basic steps to formulate its positive side is essential.

Conclusion

The translation is a powerful tool that has a tremendous role to play in foreign language acquisition. It can even consider being the initial step for any language acquisition. It has got many advantages. The first advantage is its role in making the learners practice well in reading and writing, so this constant exposure towards the two faculties such as reading and writing ultimately helps them achieve mastery over it. Translation also helps develop communication skills because there are frequent collaborative activities involving the learning process of translation, such as fetching a situation, speaking about it, expressing one's ideas and concepts. It is an integrated process that helps develop communicative competence; furthermore, it is a process encompassed by the qualities of clarity, potentiality, and accuracy. Translation nurtures the students' thinking capacity because students are requested to cultivate their abilities in grammar and vocabulary. Through definite comparison and contrast between the L1 and L2 language provide consistent knowledge about the fundamental differences, features, and structures of both languages. A teacher's role in translation is significant because they are responsible for creating a learning atmosphere that needs constant activity and interaction. Moreover, they should possess a better knowledge about the L1 and L2 language, so the translation process is determined by the level of efficiency and awareness contained by both learners and teachers. In short, translation is a tool encompassed by the properties of collaboration, communication, interaction, and efficiency.

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THE LACUNA OF LSRW SKILLS AMONG HIGH SCHOOL STUDENTS IN SOUTH COASTAL ANDHRA PRADESH

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Abstract:

How to learn the English Language easily is a million-dollar question in India. What are the factors that influence learning English is another question in the Indian context. It is inevitable to learn English to earn knowledge and to get employment in the present world. Language is used for communication and recording culture. Gradually it became a communication function and a cultural function too. Listening, Speaking, Reading, and Writing are the four language skills. Language skills can be acquired like any other skills through practice only. Language is used for communication like a tool. While the handling of any tool required skill. The child used Mother Tongue at home, playground, school, and around his premises. It is noticed that a large number of students are promoted to higher classes without acquiring or learn adequate English communication skills at the high school level. The understanding of the lacuna of listening, speaking, reading, writing and grammar & vocabulary in the English language among high school students depends upon different variables including Gender, Socio- economical and Geographical factors, and the medium of study. The present paper concentrates on the lacuna of LSRW skills among high school students in south coastal Andhra Pradesh.

Keywords: Lacuna, LSRW skills, Language and High School.

Introduction

The present paper covers the teaching and learning process of English language teaching in government schools of Andhra Pradesh. As the aim of the syllabus by the SCERT, Andhra Pradesh, the learners of English are expected to achieve proper communication skills to apply it in the global context. Bright and Marc Gregor (1978) have remarked that "there is no language learning without exposure" At this juncture, mere knowledge of English, based upon listening, speaking, reading, and writing directed towards the acquisition of communication skills among high school students. The present paper intended to find out the lacuna of LSRW skills in the English language among the students at the high school level. An Oxford dictionary defines lacuna as 'an absent part'. Most of the students are promoted to the next

classes without adequate skills expected by the SCERT. Gradually the differences between expected and achieved skills have been increasing by the students year by year. At this juncture, it is very much needed to fill the lacuna between expected and achieved skills among the students for the strong foundation of the students in the field of communication skills.

Importance of LSRW skills in English:

LSRW aptitudes impact the accomplishment of a person. The four noteworthy abilities of language getting the hang of, tuning in, talking, perusing, and composing offer the exact key to progress. Instructing of English language while ensuring accentuation on these entire four abilities offer a phase for the students to improve their skill in this language well. Listening, speaking, reading, and writing are called skills in the language. Listening and speaking are known as primary skills because even an illiterate also can be master primary skills. Whereas the secondary skills like reading and writing need some training and practice to be master over secondary skills.

Listening skill:

Listening is the primary skill to learn a language. Of course, we learned our mother tongue, as the child knows nothing about language and the child completed much of the first language acquisition process within the first five years, depending exclusively on listening. Nothing can be promenade unless it listens. Born deaf cannot utter a sentence because he listens to nothing. A Child lisps to imitate the parents or elders often a repeated listening. Students recite again and again the same word taught by the teacher after careful listening in the classroom at the primary level. A good listener can develop a clear cognitive map in his mind and imitate or use the same sound when the occasion demands. As the first and the foremost skill of language acquisition, the role of listening skill is essential in the classroom. Listening, the skill also plays the same role in the second language or the foreign language acquisition. The process of learning a foreign language or second language includes discovering the rules of phonology, syntax, semantics, and pragmatics.

According to the book 'Methods of Teaching English' listening ability can be cultivated through continuous listening practice, both extensive and intensive. Extensive listening deals with exposure to a wide variety of structures and sounds. This type of listening makes the children listen with understanding the language in their real-life situations. In the same way, Intensive listening concerns just one or two specific points.

Coackly&Wolvin are listed out about the types of listening in the book called 'A Listening Taxonomy' (1982). Majorly they have identified five types of listening in general they are 1. Discriminative listening, 2. Comprehensive listening, 3. Critical Listening, 4. Persuasive Listening, 5. Appreciative listening.

Listening is only a demonstration of mindful hearing. In common, each individual spends his/her 45% of the time tuning in. We listen more than the talking. If we may ace over the listening aptitude consequently we can be ace over different instruments of relational abilities. Listening procedure is troublesome as human personality bothers effectively. The person, who controls his mind and listens attentively and needs to acquire other skills also, Listening ability lies at the heart of all growth, from birth through the years of formal education. The better those learning skills are developed, the more productive our learning efforts,"- James Brown.

Tuning in with consideration makes the individual effects in the work spot, family, and in the general public. Great listening abilities are mandatory to get into a calling in correspondences, the board, arranging and deals some other action and so on, it includes various dialogues, addressing for clarifications, indicating articulations, and giving a reasonable reaction. Great listening aptitudes are additionally included with getting capacity. Non-verbal communication likewise goes under the piece of the listening ability.

There are five phases associated with listening aptitude i.e., Receiving, Understanding, Remembering, Evaluating, and Responding. These are the most regularly alluded to in the listening procedure to break down great correspondence since it helps exclusively the important abilities required to one another.

Speaking skill:

Speaking is fundamentally gainful expertise. Talking is helped by certain highlights like pressure, inflection which goes with the communication in language articulation and from the piece of its significance, outward appearances, and body developments. At the point when the talking is going on by any speaker, he has certainly been including in the correspondence procedure for some reason.

"The ability to speak a language is synonymous with knowing that language. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of four skills," says Bailly & Savage.

Speaking is a movement requiring the mix of many sub frameworks. Every one of these variables consolidates to make talking a second or unknown dialect impressive for language students. Since language is the discourse, the most fundamental methods for human correspondence are language. Talking is an action requiring the incorporation of many sub frameworks like pressure, cadence, pitch, clearness of discourse, and so forth. Talking is considered as a difficult and focal ability of the language. "Speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing the information," Brown.

Reading skill:

Francis Bacon says that 'Some books are to be tasted, others to be swallowed and some few to be chewed and digested; that is, some books are to be read-only in parts; others to be read, but not curiously; and some few to be read wholly and with diligence and attention. Francis Bacon expressed his opinion in one of his essays 'of studies'. People used to do the same now and then. Even in Newspapers readers may not read all the columns and articles. Some books are left after reading the first chapter. Sometimes the readers go through only important chapters of a book. The readers have the curiosity to read some books. Most of them are movies. There are very few books people want to read them wholly again and gain. Usually, those books are might be holly books by religious people and study books by research scholars.

Among all the four skills like listening, speaking, reading, and writing, reading skills can be given importance for effective language learning in schools. Even in the reading skill, there were some types and strategies to become an effective reader at the secondary school level. There are some strategies to become an effective reader while reading at the high school level. They are...

Skimming;

Harmer. (2001;202) says that 'Skimming is the type of reading to take in a stream of discourse and understand the gist of it without worrying too much about the details. Skimming is a type of reading some students follow it skimming is a procedure for over viewing or previewing the materials to determine the content, to review the material already read, or to determine whether the information is pertinent to the need. It is not possible for the primary or upper primary students usually. This technique is followed by the students of higher education.

Scanning; Scanning is another important technique in reading. It is to find out numbers names, dates, and answers to the specific questions. If the readers want to know a date or a word or a name or a number, then the reader has to find out the correct answer through the scanning technique. For example, if a reader wants to know the meaning of a word in the dictionary he or she does not go through all the words forever in the dictionary, then the reader can find the meaning through scanning. In some was the important or necessary information can be gone through a newspaper reader.

Intensive Reading; Richards and Renandya. (2000) states that 'the goal of Intensive Reading is to provide students, detailed information of the text as well as to develop their reading skills and grammar knowledge. Intensive Reading inclu the s study of vocabulary with proper pronunciation, spelling, meaning, age, and study of grammar such as parts of speech, sentence structure s, the day of translation, and memorization. Intensive reading is necessary to understand and synthesize difficult concepts. It is also necessary to go through important

documents including count orders, Government orders, property documents, important applications, etc.

Extensive Reading; Jacobs and Farrell. (2012) says that 'students can learn a language well if they frequently read a large number of books. This is how their writing, speaking, listening skills would be developed and their vocabulary and grammatical knowledge would also expand'. It makes the learner an independent reader. The students, apart from their textbooks read storybooks, magazines, novels, comics, newspapers, supplementary readers for pleasure and enjoyment. This extra reading other than academic books is extensive. It provides students pleasure and gets information.

Loud Reading; Usually loud reading enables the students to correct their mistakes and also improves pronunciation. The importance of silent reading cannot reduce the importance of loud reading. Loud reading can be done usually at the time of primary school level of language learning. It is a type of motivation for the students to practice language structures. It is the best device for the students to improve their fluency and pronunciation. It is much needed for the students for the language learning very quickly.

Silent Reading; Silent reading means without movement of lips reading silently within the self. Generally, eyes run through the lines by mentally recognizing words. Efficient reading consists of the ability to connect meaning directly with graphic symbols.

Writing skill:

The goal of writing is to exchange ideas through written messages. The challenges in teaching writing skills are high for teachers as student aptitudes in writing differ widely. Some require substantial assistance to develop a smooth-running operation; others instinctively take-off and create meaningful designs of their own. (Rivers &Temperley, 1978). If students write spontaneously, opportunities to build confidence in writing must be given to them. Professionals like journalists, teachers, writers, lawyers, etc., have good opportunities to use this method of communication in their workplace while others have very few instances to resort to this method of communicating. Writing also fulfills an academic function in second language teaching when used to fix the Vocabulary and structures already studied. C. Paul Verghese. (1990) says that 'The student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation'.

Types of writing

Narrative writing: This term is generally used in fiction. It includes science fiction, stories, autobiography, biography, novels, etc. The function of narrative writing usually appears in the

past and sometimes in the simple present times. It is to deal with a sequence of events over-period time. While teaching narrative skills the teacher has to teach how to sequence the details of using appropriate linking devices.

Descriptive writing; This sort of writing is the most common form. This type of writing provides information about events, places, concepts, things of personal letters, writing a diary, technical and scientific works are attributed as descriptive writing. Sufficient information is needed about a thing or place or person before attempting descriptive writing. The essential aspects of descriptive writing are organizing the material, focusing on the topic, vocabulary, what to work how to work, etc.

Persuasive writing; Writing about political presentations, writing and panning advertisements, writing brochures are some of the aspects of persuasive writing. These are all meant for advanced learners. So persuasive writing requires precision, good care, and logicity. To influence the reader's selection of refined, accurate, and striking words is needed.

Expository writing; writing is all about writing the facts, classification, definitions instructions, illustrations, etc. It covers the function of showing cause and effect of explaining how the events are linked. It is important to tell what happens as a result. Not all events are related to cause and effects. We need to explain to the readers how events are related.

Conclusion:

It is fact that there are many problems with learning primary skills in the English language at the primary school level. The practice of listening skills is not given a proper place in the syllabus and curriculum. Using the bilingual method at the time of teaching is one more reason for the lack of proper listening skills among the students. It is noticed that the main reasons for the lacuna of speaking skill are students have fewer opportunities to express their ideas in the English language because of mother tongue domination in and around the school. English environment needed to create like English laboratories, English speaking clubs, and other cultural activities in the school. It is fact that there are many problems with learning secondary skills in the English language at the primary school level. The main reasons for the lacuna of reading skill among the students have inappropriate materials for the level of the students. At the same time, students feel difficulty while reading the text because of not having enough vocabulary. The reason for the lacuna of writing skills majorly is not having enough practice to develop sophisticated writing. Besides, students feel difficulty about grammar and sentence construction as a result students writing skill is uncertain. English environment needed to create like English laboratories, English speaking clubs, and other cultural activities in the school.

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IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING IN THE ENGLISH AS SECOND LANGUAGE CLASSROOMS AT TERTIARY INSTITUTIONS: A STUDY

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Abstract

The paper aims to examine the efficacy of Communicative Language Teaching (CLT) as an approach to teaching English effectively to students in an ESL classroom. Much has been made of the elusive beast in language teaching labelled CLT to teach English as a second/foreign language. The terms as well as the approaches teachers have taken toward its implementation reveal that it has been variously interpreted, misinterpreted, and even re-interpreted to suit the pedagogical needs and convenience of teachers and contexts. As part of research to look into some English Language Teaching(ELT) practices in the English as a Second Language(ESL)classroom, a survey was conducted using teacher questionnaires and informal telephonic talk with teachers of engineering colleges in Telangana state. Data analysis reveals a mismatch between what CLT demands under ideal conditions and what teachers have had to grapple with within the name of CLT as a learner-friendly and teacher-favored approach.

Keywords: CLT, ESL, ELT, EFL

Introduction

As with other Asian countries which rely to some or large extent on imported practices from the west vis-à-vis teaching methods, approaches, and practices, India too has had its share of methods and approaches introduced to make teaching-learning English easy for both teachers and learners. Communicative Language Teaching(CLT) assumed particular significance in light of developments that made learning English very essential for learners for a variety of reasons: economic, social, and cultural. The language of higher education being English and opportunities in Information Technology(IT) and Information Technology Enabled Services(ITES) sector in India dependent on superior English skills in terms of spoken and written language, teaching English in institutions of higher education has become a priority. Engineering colleges in Telangana state have English language theory as well as a lab for students of engineering in the first year as well as an advanced English language communication skills lab in the third year.

Yet, surprisingly, students do not seem to have acquired the skills necessary to use English to meet their needs and the reason are very many, including those that go beyond the classroom. One of the possible reasons could be the insistence on certain methods and approaches without actually trying out how well and under what conditions they yield expected results. A set of approaches tried out under laboratory conditions in first world countries and found successful will not work in countries where conditions required for that teaching approach to achieve success hardly obtain.

To test the efficacy of Communicative Language Teaching (CLT) in a multilingual English as Second Language (ESL) classroom which has a group of heterogeneous learners in terms of varying abilities to cope with English teaching, and teachers whose command of English varies from below average to good to above average and excellent. This was part of ongoing research on English Language Teaching (ELT) practices in engineering colleges in Telangana, most of which are affiliated to a state technological University and some of which are autonomous though affiliated to the state university.

Around sixty teachers were emailed a questionnaire for their feedback about the use of communicative language teaching in the ESL classroom. The responses were collected and the questionnaire involved both open-ended questions and fixed questions. Teachers were asked their frank and objective opinions about the approaches in use.

The study

The study involved sixty teachers from various engineering colleges across the length and breadth of Telangana state. They had an MA in English from reputed universities and all of them had experiences ranging from five years to twelve years and some of them had advanced degrees such as Post Graduate Diploma in the Teaching of English (PGDTE), M.Phil, and B.Ed. Two of them were registered in the Ph.D. program.

The state university colleges were affiliated to revamp syllabus every four years and drastic changes are brought in concerning syllabus, evaluation, methods, and approaches. The fascination with and fetish for CLT began sometime in the early two thousand when it was felt that developing communicative competence of learners should take precedence over accuracy and that teaching a language is primarily all about teaching learners how to speak and write well, the approach has remained in the system ever since though textbooks have been changing. The demands to employ particular approaches to and in teaching reflect that stance. During the time of data collection about English Language Teaching (ELT) practices, it was observed by the researcher that many teachers were hardly interested in applying the principles of Communicative Language Teaching (CLT) and students also seemed happy with the *chalk-and-talk* method. It was further observed both during theory and laboratory that emphasis on

spoken English wasn't in evidence at all and the teacher was happy to take control of the classroom and make it teacher fronted.

To investigate the extent to which Communicative Language Teaching was followed and determine how often teachers used Communicative Language Teaching and why they did not think it fit to use Communicative Language Teaching, a survey was conducted to obtain data about Communicative Language Teaching and its popularity. Teachers were asked to include any further comments they saw appropriate to the data collection.

A questionnaire adapted from Coskun and Izzet (2011) was used to gather data. Informal talk through mobile phones was also recorded and transcribed to triangulate data and obtain fairly unambiguous information.

Out of sixty teachers, thirty-six teachers confessed to ***not*** using CLT for a variety of reasons. They made it clear that they were not averse to using any method provided there was a possibility of using that approach/method effectively with classroom ambiance making allowance for it and enabling the adoption of a recommended method.

The reasons were as follows:

Thirty-six teachers agreed that learners had low levels of proficiency and that they needed scaffolding very desperately to even understand what was happening. Among the learners the following three broad categories obtained:

1. Students who had their school education in regional medium schools in rural areas.
2. Students who had their school education in regional medium schools in semi-urban areas.
3. Students who had their school education in English medium schools in semi-urban areas.
4. Students who had their school education in English medium schools in urban areas.
5. Students who had their school education in regional medium schools in semi-urban areas.

The phenomenon of students from different socio-economic strata of society joining professional education in large numbers may be explained as follows: in 2009, the then government of erstwhile united AP made education affordable for everyone by making provision for scholarships and tuition fee waiver. A large number of engineering colleges sprang up in semi-urban and rural areas because of the move and students from very poor strata of society also joined courses in engineering, medicine, and sciences attracted by the scholarships.

Teaching English using CLT was therefore impossible for those students who needed a lot of handholding and who had been used to a teacher-fronted classroom.

For example, one of the principles of CLT was using a lot of activities as has been summarised by Freeman and Anderson below:

Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks (see discussion of these in the review of the techniques). An information gap exists when one person in an exchange knows something the other person does not. If we both know today is Tuesday, and I ask you, 'What is today?' and you answer, 'Tuesday,' our exchange is not communicative. My question is called a **display question**, a question teachers use to ask students to display what they know, but it is not a question that asks you to give me information that I do not know. (2011, p.162)

There was little possibility of using such activities because of the paucity of time and the low proficiency level of learners. Authentic communication takes time to happen and the learners needed to be taught for oncoming exams and tests.

Teachers also said that the end-of-year exam which students needed to pass to go to the next level was based on theory – i.e. question-answer type, and thus obviated the necessity of emphasizing the CLT approach in teaching. Teachers agreed in one voice that the traditional exam system coupled with the necessity of preparing students for the end exam removed the obligation to use CLT. The management wanted every student to pass and teachers needed to teach to the test and show results if they were to keep their jobs and that played a vital role in the choice of approaches/methods.

Yet another major hurdle was the large class size. Thirty-six teachers said that every class had student strength of sixty or more and that made any attempt at communicative activity nearly impossible to achieve. It was no different in labs where there were tables and chairs fixed to the floor, which couldn't be moved around. So it wasn't easy to carry on with CLT by the teacher.

The very purpose of CLT stands defeated if large class sizes and therefore large groups of students taking part in interaction were the rule. As Freeman and Anderson (2011) remark about one of the requirements of an ideal CLT classroom:

Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored to maximize the time allotted to each student for communicating. While there is no explicit theory of learning

connected with CLT, the implicit assumption seems to be that students will learn to communicate by practicing the functional and socially appropriate language. (p.162)

Teachers also mentioned that Communicative Language Teaching (CLT) was perhaps efficacious as a method in English as Foreign Language (EFL) contexts where teachers of English were more often than not native speakers, whereas in an ESL classroom with non-native speaker users, the approach wouldn't work or seem sensible to use.

All teachers agreed that students showed a preference for activities in the textbook and needed the teacher to help them do them. They were averse to trying out the activities by themselves because their experience in schools told them that the authority of the teacher was not to be questioned. Teachers also felt honored to be viewed as the sole authority in matters of teaching-learning and wanted their authority and power intact. Thus teachers taught and learners followed, taking down notes and points. Teachers also confessed that to use CLT there had to be authentic materials culled from different sources such as newspapers, websites, novels, journals, periodicals, etc., and these need to be given to students for practice. Now that used up a lot of class time and cut into the time allotted for completion of the syllabus. The absence of authentic materials meant that CLT had no communicative base or basis with which to operate.

Off the record, many teachers (thirty) confessed that teachers had absolutely little idea of what CLT wanted from the teacher and what from the learner. The teacher's role was that of a facilitator, as observed by Adhikari (200, p.1):

In the modern Communicative Language Teaching approach, the roles of the teacher have been expanded from being a provider of information and rules to being a facilitator of the communication process, classroom participant and observer, the researcher, needs analyst, a student counselor, and a group organizer (Richards and Rodgers, 1986; Knight, 2001).

It was however not clear to anyone what a facilitator was expected to do and to what extent he/she was expected to facilitate. It was equally unclear what roles students played in all this. This was primarily a result of training programs and workshops which never elaborated teacher and student roles and which never allowed teachers to practice their respective roles as facilitators. Teachers also responded that there was no means of assessing how effective the CLT approach would be given the unpleasant fact of there being no assessment techniques or instruments to decide the effectiveness and appropriacy of CLT for an ESL classroom.

It also emerged from informal talks and classroom observations that many teachers misinterpreted CLT to mean that teachers needed to get learners to answer questions and that was the only aim of CLT; for example, teachers would teach a lesson in English, ask learners to tell them answers to questions given at the end of the lesson or ask learners to read out

passages which they then attempted to explain. They imagined this to be communicative as they were speaking to learners!! Forty-eight teachers replied that they were using CLT in laboratory activities when it was clear that they (teachers) prepared the expressions for role play and asked learners to enact them, thereby stifling any attempt at genuine communication.

All sixty teachers replied that the management of engineering colleges was obsessed with results and wouldn't hear of anything other than getting every learner to pass. The job and promotions of teachers depended solely on pass percentage and this kept teachers on tenterhooks to teach, grade, and ensure everyone passed. Teachers, therefore, were under obligation to teach to the test and get them to pass the year-end exam. One very unsavory observation that emerged from classroom observation was that teachers themselves were not all that confident with the language. The researcher observed during his data collection that many teachers who were good with grammar were rather weak in speaking and pronunciation. They made too many mistakes when trying to teach a text and that made using CLT a very unlikely option. Teachers seemed incapable of teaching a text coherently for thirty long minutes, and such individuals were not to be expected to perform wonderfully as facilitators. Many teachers faltered when asking questions or providing clarifications to learners and the better informed among learners knew better than to ask their teachers questions.

Last but not least, Communicative Language Teaching requires that teachers prepare their teaching materials from authentic sources and as many as thirty-six teachers said they needed training and expertise before they proceeded to use materials that suited learner needs, courses in needs analysis, and awareness of learner expectations before they decided to make their materials. Most of the teachers contacted for data collection were individuals, who tried to make an honest living from teaching texts they had been trained to teach the way their teachers had always been teaching – using *chalk and talk* and that seemed to be the best way to teach in contexts far removed from the homogenous, small class size dominated classes in the west, from where Communicative Language Teaching was imported.

The use of mother tongue(L1) was forbidden because college management swore by monolingual fallacy (Phillipson 1992)– *Use English to teach English* fallacy. Teachers were expected to use only English to teach the texts and even learners expected their teachers to do the same because the argument was that if students don't use English in the English as Second Language(ESL) classroom, where else can and will they use English? This argument closed any lingering doubts about using the mother tongue occasionally to teach even though CLT allows judicious use of the mother tongue.

Based on what has been recorded above, it is apparent that CLT needs to be taken with a pinch of salt and that before recommending any method, there has to need analysis at the

grassroots level so that some sensible decision may be initiated at the highest level to go ahead or put on hold a method or approach.

Conclusion:

Based on the study, it is apparent that CLT as an approach doesn't work in a typical ESL classroom in India such as an engineering college classroom where teachers are expected to teach English using the communicative approach. The problems are far too many for CLT to take off successfully in circumstances that militate against its implementation. In conclusion, it needs emphasizing that though CLT has been touted as a solution to address learner problems in learning a second/foreign language because it assumed learning happening under very natural and learner controlled conditions, the approach is rather elitist and doesn't work for everyone, and not in heterogeneous, multilingual and multicultural classrooms with large class sizes. Teacher expertise, teacher awareness of learner styles and strategies, and learner awareness of their own needs are essential before one can implement CLT in an effective manner in an ESL classroom.

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LEVELS OF SOFT SKILLS IN PROFESSIONAL STUDENTS OF WOMEN'S ENGINEERING COLLEGES

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Abstract

Globalization has brought India a number of Multinational Companies and with them came a number of job opportunities to our Indian students. Earlier many interviewers at the time of recruitment complained that many students who attend for interviews are technically sound, but majority in them are pathetically poor in communication skills. And now, there have been many changes in the hiring process. Organizations today intend to recruit the persons with good communication skills and other aspects of soft skills like problem solving skill, presentation skills, negotiation skills etc. They want their employees to be well enough in different aspects of the soft skills that are suitable to their working conditions. In today's world of cut-throat competition, no organization can confine to local. They aim at expanding their organizations in various countries. These organizations feel that this expansion is possible only with the employees who are skillful in technology as well as in soft skills. In India, we have a large number of employees who are experts technically but lack in soft skills (majorly employability skills). Hence every student should enhance their soft skills to the maximum extent possible for successful performance at interviews.

Key words: Soft Skills, Communication, Workplace, Multinational Companies, employability skills

Introduction:

Soft skills are person's ability to relate with others as well as with one's own self. While the first one is about interpersonal skills and the second one is about intrapersonal skills pertaining to individual needs to manage one's own internal state such as emotions, feelings. Soft skills are essentially people's skills or personal specific skills (Hewitt Sean, 2008:8). Soft skills are "non-technical, intangible, personality specific skills", which determines an individual's strength as a leader, listener and negotiator or as a conflict mediator". "Soft skills are the traits, abilities of attitude and behaviour rather than of knowledge or technical aptitude" (Tobin, 2006: 56).

Soft skills are learned behavior that needs training and application. They help students to build a strong conceptual and practical framework. They play a significant role in the overall development of students. They develop a good personality for enhancing their career prospects. This training gives a strong practical orientation to the students and aids them in developing their skills in communication, presentation, teamwork, group discussion, time

management, leadership qualities etc. Soft skills also help students to plan and vision their career, preparing effective resume and dealing with placement consultants.

Methodology:

For this study, one of the informal experimental research designs i.e. “Before-and-after without control design” (C.R.Kothari, 2008:41) was used. In this design, a single test group or area is selected and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced and dependent variable is measured again after the treatment has been introduced. The effect of the treatment would be equal to the phenomenon after the treatment minus the level of phenomenon before the treatment. The design represented thus:

Test areas:	Level of phenomenon	Treatment	level of phenomenon
	Before treatment (X)	Introduced	after treatment (Y)
	$\text{Treatment Effect} = (Y) - (X)$		

Population and Sample:

The data is collected from total of eighty (80) students of St.Mary's Women's Engineering College. These students were selected based on their highest attendance percentage to their regular classes.

Data Analysis:

The calculated value is greater than the table value. We can reject the null hypothesis H_0 . There is a significant difference between marks in pre-test and post-test.

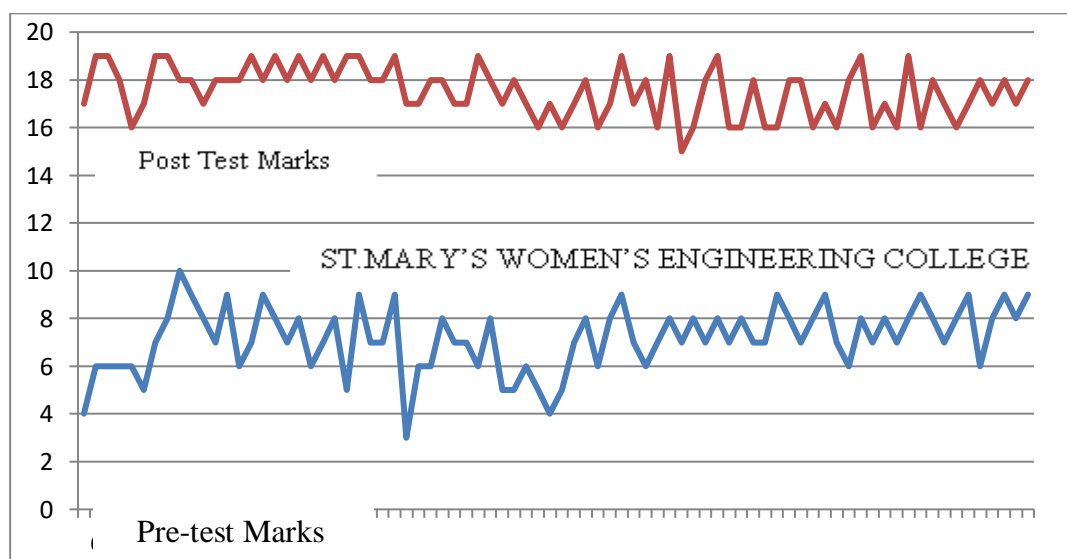


Figure 1: Showing the Pre-test and Post-test Result of SMWEC

According to the results, it is obvious from the pre-test that all the students did not have requisite soft skills for attaining a job. Very few students have performed in it in a better way.

The treatment (training) was started to the students based on the result in the pre-test. After completion of the one week training program, a post-test was conducted. There was a lot of variation in the post-test marks when compared to pre-test. The post-test results were far better than the pre-test results as the students scored well. Irrespective of their pre-test marks, all the students performed well in the post test.

It is concluded that, there is significant variation between the two tests. Every person definitely has certain level of inbuilt skills within himself. These skills can be strengthened and enhanced with a sort of training. It means, if students can continually undergo number of training sessions, they can improve their level of soft skills, those skills which are desired to be possessed by everyone. Moreover, based on the results, it is clear that students are very positive and interested towards the soft skills training. Generally soft skills of a person would be assessed with personal interaction with him/her. In spite of that, this test also helped in certain way to understand their levels of skills. Therefore, there is a need to conduct more soft skills sessions to the students and assess their skills frequently with various types of evaluation tests.

Analysis of the Post-test Performance of the Students Based on their Regional Background

Table**Total No. of students: 80**

S.NO	Regional Background	No. of Students	Marks Obtained	Total Marks	Percentage
1	Rural Students	36	594	720	82.50%
2	Semi-Urban Students	17	306	340	90.00%
3	Urban Students	27	503	540	93.15%

Analysis:

The above table shows that the urban students performed better (93.15%) in the post-test when compared to the other students of semi urban (90.00%) and rural (82.50%), irrespective of their pre test performance. Based on the results of the objective one, when the student's background is observed, the populations were quite different in ethnicity. The rural students appeared to be quite homogeneous; the semi urban are almost the same; however the urban students seemed to have a greater mix of race and cultures. Students in rural and semi urban areas are less exposed to the outside world and also lack of knowledge about the currents issues that happen. The opportunity of rural and semi urban areas' students to interact with persons of varying backgrounds may be a limiting factor in their educational and sociological development. Semi-urban students have medium opportunities when compared to others. Urban students have the opportunity to interact with persons of varying backgrounds. This factor helped the urban students for performing better than the rural and semi-urban students in post-test.

Conclusion:

If students can continually undergo number of training sessions, they can improve their level of soft skills, those skills which are desired to be possessed by everyone. There is a need to motivate the students towards going beyond the academics. They lack proper guidance and inspiration to think in a broad way and go out of the syllabus. Things are going to them in a monotonous way. There should be some supplement something to their academics and which makes them a potent being. So that they can dynamically face the problems they encounter both personally and professionally.

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ENHANCING LIFE SKILLS AMONG UNDER GRADUATE STUDENTS

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Introduction:

Acquisition of Soft Skills is essential for every individual nowadays. Soft Skills occupy a very significant role in the life of a human being. Though they are to be learned as part of life, the present changes in the style of living demand separate training. With the abnormal increase in the number of nuclear families, there is much focus on these skills in the present scenario. Confinement of modern life to the four walls of a house is one of the prime causes of loneliness. The advent of electronic gadgets has both merits and demerits. Life has become Comfortable but at the cost of a decline in ethical values. Soft skills are the basic tenets required for a meaningful life with a sense of understanding. Life Skills play a key role in Personality development.

Essential Life Skills:

An Undergraduate student needs Life skills as much as they need technical, communication skills these days. Life skills comprise any skill that is useful to do the best in our life. Any skill that is useful in your life can be considered a life skill Certain skills may be more or less relevant to us depending on our life circumstances, our culture, beliefs, age, geographic location, etc. Ex: Swimming, Fishing, etc

However, in 1999, the World Health Organization identified six key areas of life skills and now they are increased to ten. Some of the skills are Problem-solving skills, Decision Making Skills, Creative Thinking, Critical Thinking, Self -Awareness, Empathy, Inter-Personal relations, Good Communication, Management of Stress, and Management of Emotions.

Self Awareness or Self Discovery: "*Know Thyself*" is an ancient Greek aphorism. The ability to take an honest look at your life without attachment to it being right or wrong.

Inter-Personal Relation: A strong bond between two or more people refers to interpersonal relations. Forex: Students studying together in the same college, People working in the same team, Relationship of a child with his parents, Relationship between friends and between teacher and students. We encourage our students to maintain a good relationship with the students as well as teachers. For this, in our college, each faculty is allotted thirty students under Mentoring where the students can get rid of their fear of faculty and share their problems, thereby develop a bond with the staff.

Communication Skills: Communication skills are the abilities we use when giving and receiving different kinds of information. Examples include communicating new ideas, feelings. They involve listening, speaking, observing, and empathizing. It is important to develop a positive psychological attitude to maximize the effect of one's communication. Also, it is important to accept the miscommunications happen often. Even the best communicators fail at times to send out clear, purposeful, and meaningful messages. One must be able to accept this reality and possibility and constantly work on one's communication skills. If such miscommunication occurs despite our efforts, evolve ways to minimize the damage and manage the negative impact.

In our college, under the English club, students are made to stand before a large mirror and speak whatever English they can speak and encouraged to convey the meaning successfully to all other students. Gradually they can convey the meaning in English confidently.

Creative and Critical Thinking: Creative thinking is the ability to look at things differently, and find new ways of solving problems. Some of the techniques used are Mind Mapping, Brainstorming, etc.

Different Advertisements prove this ability. In Ariel Surf add, in just one minute we can see the promotion of that detergent as well message for Women Empowerment.

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. It includes Lateral Thinking. For example, we encourage the students to solve the problem with open-mindedness and self-evaluation. For this, we established an Innovation cell under which the students are involved in various activities to develop their Critical thinking.

Decision-making Skills: Decision-making skills can be the difference in making a choice that helps us in achieving our goals. The aptitude to make the right decisions is a leadership trait that is very important for students nowadays. Some of the skills include Problem solving, Leadership, Reasoning, Teamwork, Emotional Intelligence, Time management.

Management of Stress and Emotion: Stress is our body's leads to changes in our life. Because life involves constant change ranging from everyday, routine changes like commuting from home to college, deadlines, etc. we shouldn't think of eliminating all stress but eliminate unnecessary stress and effectively manage the rest. For this, we can arrange Awareness programs about Stress management, Can tell the stories of Great persons who failed in their Initial life.

Conclusion: Like this, life skills are abilities for adaptive and positive behavior that enable us to deal effectively with the problems and challenges of everyday life. They are yard-stick for

competence. They are a set of human skills acquired through either teaching or direct encounter. The ultimate aim of these skills is to help people live-up to the level of one's satisfaction and expectations. They are meant for a better quality of life. One can excel in their life if they enhance their Life skills.

COMMUNICATION AND SOFT SKILLS TEACHING

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Abstract

Teaching is a complex act, it requires a wide range of knowledge and skills. The particularly professional success of an English language teacher depends on a successful amalgamation of communication skills and soft skills. The accomplishment of these skills will make a difference in the quality of teaching and effective learning. At the same time, the teacher educators consciously develop a plan to improve and understand market requirements among the students. Today most employers are seeking to hire and retain persons who are reliable, inventive, principled, self-directed, communicate effectively, willing to work and learn, and displaying a positive attitude. Economic liberalization has kept the Indian market on a global scale, so the traits of communication and soft skills are to be imbibed by Indian youth to show their real competence at national and international levels. Universities are providing excellent platforms for the students to nurture and develop these skills by redesigning the curriculum. In this paper, an attempt has been made to draw attention towards teaching communication and soft skills that help students not only to improve their content knowledge but the ability to apply that knowledge in the workplace.

Keywords: Professional Success, Amalgamation, Communication & Soft Skills, Economic Liberalization, Indian Market

Introduction

Communication skills and soft skills have become the essential tools for job acquisition and job sustainability in the present scenario as the competition is becoming tougher and tougher. To get a benefit over the competitors, students are left with no choice but to improve their hard skills with soft skills to exhibit their true potential. Hard skills are academic skills, while soft skills are self-developed, interactive, and transferable skills. Today most employers are seeking to hire, and retain persons who are reliable, inventive, principled, self-directed, communicate effectively, willing to work and learn, and displaying a positive attitude. Economic liberalization has kept the Indian market on a global scale, so the traits of communication and soft skills are to be imbibed by Indian youth to show their real potential at national and international levels. Consequently, teacher educators today are challenged with

the issue of how best to ensure that teaching graduates will continue to be relevant and bring value to the job market.

Communication is the key in the classroom environment. Successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be proficient in all four modes of communication – listening, speaking, reading, and writing – and should know how to utilize this proficiency effectively in a classroom environment. It has been proven that these skills will influence the success of the students that they achieve in their academic lives, as well as the teacher's career success. Communication is not only verbal, but also non-verbal, therefore the teachers or students always should ensure that the signals that are sent out through their body language are positive, confident, and engaging. Teachers benefit from good communication skills in three different areas, when communicating with students, with parents, and with colleagues, while students achieve success in their career.

Why Communication Skills are important in the workplace?

Communication skills are also important in the workplace because even if someone is highly skilled in their field, they still need to help their organization succeed. It doesn't matter how well they perform their job if they can't communicate what they're doing to others. When communication breaks down, people get confused about what has been done, what needs to be done, and when things are due. Poor communication skills can lead to failure of the projects and bring them to a halt. Hence communication skills are of utmost importance. Thus oral and written communication plays a major role in the workplace. Some of the most important aspects of communication skills are:

1. Effective communication requires individuals to be strong listeners as well as communicators.
2. They need to be able to understand where others stand about finishing a project.
3. Good communicators listen and respond, ensuring that everyone on a team has a solid understanding of work that still needs to be done.

Role of Soft Skills in Career building:

Soft skills are the personal attributes that allow us to understand ourselves and others better. It is through the soft skills that we deploy our personality, attitude, and behavior to successfully manage our lives and relationships around us. Appropriate soft skills play an important role in a successful career as well as during social interactions in society. These skills are also highly sought after by employers recruiting fresh graduates. They are the yardsticks used by organizations to evaluate employees, and also used as a measure to understand who should be hired, retained, or promoted. These skills are a combination of people skills, emotional skills, communication skills, and interpersonal skills. Typically, soft skills are intrinsic to a particular person, and are not exactly “teachable.” While hard skills are

extrinsic and acquire knowledge, for example acquiring knowledge about Communication and Soft Skill. Soft skill is something less quantifiable.

Every job will prioritize different soft skills, but there are some of the skills that are most frequently identified as necessary in the workforce. The top five important soft skills identified are, teamwork and collaboration, decision-making, problem-solving, time management, and critical thinking skills. Many times these broader soft skills include smaller skills, such that many smaller skills help the students to prepare and be successful in broader categories such as teamwork or communication.

Conclusion:

When it comes to teaching, the quality of teaching is a crucial factor in promoting effective learning. However, there are also specifically designed programs and activities that can help students learn the soft skills that will serve them well in their careers. As teachers' communication skills and soft skills play a vital role, novice teachers need to acquire these skills to promote an effective teaching-learning process.

Soft skills are more important than ever for success in the workforce, given that the modern work environment places such a high priority on teamwork and communication. Teachers can get an idea of how to integrate soft skills into their instruction from several resources. However, they always won't have the time to tailor-make activities that perfectly integrate hard skills and soft skills. They should create or adapt existing activities so that there is a heavy emphasis on group work, independent research, and communication between peers, time management, and presentation. Once if they have identified a few key activities, those activities help students not only to improve their content knowledge but the ability to apply that knowledge in the workplace. The Universities have taken up the measures by redesigning the curriculum to nurture these skills among the graduates to gain employment.

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CHALLENGES AND STRATEGIES FOR READING EFFECTIVELY

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Abstract:

Research studies show that one of the major problems faced by speakers of English as a second language is that when they go to college or university they often find themselves without sufficient academic literacy skills, such as the ability to employ a range of reading strategies to distil out the gist to enable them to negotiate their learning more successfully. The latest inventions, discoveries, research findings in different fields are encoded in the English language. We can classify the things we read basically into two categories based on what they are read for – for pleasure or information. When we read for pleasure assumes primary importance and the information which we might get from them is secondary. The advantages of the three-stage approach are: It helps the learners to activate their background knowledge so that they can use it while reading the text. It removes the hurdles which the learners are likely to face while reading. It gives them practice in reading and other skills.

Keywords: reading, challenges, effective etc

Research studies show that one of the major problems faced by speakers of English as a second language is that when they go to college or university they often find themselves without sufficient academic literacy skills, such as the ability to employ a range of reading strategies to distil out the gist to enable them to negotiate their learning more successfully. Very often the first-year students in different faculties of any college face this problem when they are faced with masses of textual material to read. They find it difficult to select the main ideas, and this problem appears to arise from the fact that the students seem to think that everything that is written is important. They miss the point that some information can be ignored if one is trying, for example, to dig out the main ideas. Any second language learner faces initial language difficulties and international students are not an exception to it.

Even the most competent students will have some difficulty in understanding the variety of accents which they will encounter. India is a very vast country with different languages in different parts of the country. These regional languages differ from each other so that it's not possible to communicate with people of other regions without a common language. For all this, there is a need for a common language; that is, the English language which is understood almost all over the region in addition to the national language of Hindi, all schools

and colleges that teach English mostly have it as a medium of instruction. Hence, the study of the English language is of great importance for a developing country like India.

The latest inventions, discoveries, research findings in different fields are encoded in the English language. Though education in India, including tertiary education, is being predominantly imparted through the regional medium, learners find it necessary and useful to consult reference books, journals, and encyclopaedias that are in English. For this, they need to have good reading skills and should use the appropriate skill for the purpose.

Reading is a psycholinguistic guessing game – *Goodman (in Webster 1982:19)*

Reading comprehension understands a written text. It means extracting the required information from it as efficiently as possible – *Francoise Grellet(1991:3)*

Reading occupies a special place in the complexity of language skills. Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer attempts to convey. Reading is the process of coming into contact with the minds of millions of wise men and women, dead or alive who have recorded their experiences for the readers' benefit.

Stevenson(1997) states that " *Reading takes us out of our country and ourselves. Reading is a process, which helps one to understand the world.*" According to Francis Keppel(1994), " *Every examination of the problems of our schools; every question raised by troubled parents about our schools, every learner disorder seems to show some association with reading difficulty.*"

Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

We can classify the things we read basically into two categories based on what they are ready for – for pleasure or information. When we read for pleasure assumes primary importance and the information which we might get from them is secondary. But when we read something for information, we want to find some information so that we can do something with it. For instance, we read a railway time-table when we want to find out when a particular train departs or arrives. This information is essential for our planning of work on that day. So, in real life, we read because we are driven by a desire to read something either for pleasure or for getting information.

When we go to a book exhibition what do we do? Do we buy any book that we lay our hands-on? No, we look at the title of the book, go through the content page, flip through the pages quickly. In short, we try to find out what the book is about before we decide to buy it. In other words, we skim through the book. Skimming is looking quickly over a text to get a

general superficial idea of the content. Generally, at the tertiary level, the purpose of reading is to appropriate information and to use it for the end exams. It is for this purpose that the students do use textual material, scanning and skimming mostly to serve the said purpose. Though extremely helpful these alone will not come to the aid of the students, because scanning helps them locate specific information non-linearly, skimming helps them in locating the main ideas and draw inferences.

Intensive reading strategies are also required of the students to read a text in detail, especially the prescribed ones at least. On the other hand, learning more of the subject matter for the acquisition of information is extensive reading. Reading is one of the ultimate aims of teaching English. It will enable the learner to acquire a window upon modern knowledge since modern knowledge is necessary for technical efficiency and empowerment. Moreover, extensive reading provides an encounter with language which is essential for the mastery of language, its natural context, and various extended forms in which the language is used; extensive reading alone provides the environment for the language and the making of expression (Krishnaswamy,2003). Many readers read slowly because of certain faults in the process of reading. The slow reader, who is generally also a poor reader, is 'word bound'.

For example, in the sentence: "Even though many of the guests did not come, the party was a success," the successful reader should be able to perceive, without effort the natural boundaries between the sense group:

Even though / many of the guests / did not come/ the party / was a success.

Thus, while the poor reader will decode in spite-of-the-fact- that by successive visual and mental efforts, the better reader will be able to decode the entire group of words in a single effort. This needs, obviously, sufficient experience of the language.

- *The student who is learning to read-only develops certain faults which prevent him/her from mastering the mechanics of reading. These are:
- *The habit of pointing at the words with a finger or pencil
- *The habit of moving the head from side to side rather than using eye movement.
- *Vocalization: 'mouthin' the words audibly, using lip movements;
- *Perceiving only one word per eye-fixation; the 'hops' visually from one word to the next, whereas s/he should move smoothly across the lines, taking in entire groups of words – visually and mentally – at a time.
- *Regression or backward eye movement along a line.

We can divide a reading class into three phases:

1. Pre-reading: In the pre-reading phase, the teacher should aim to arouse the learner's interest in the subject of the reading text by making them draw on their knowledge of the world and by making them give their views on the subject. The teacher removes the hurdles in their path in this phase. In this phase, the teacher should also try to remove other textual difficulties like difficult vocabulary.
2. While-reading: The learners will now be ready for reading. The teacher then should ask them to quickly go through the text and answer one or two guiding questions such as, "What is the theme of the passage?"
The guiding questions aim at global comprehension. They give the learners an overview of the passage. After the learners answer the guiding questions, they should be made to read the passage again and answer questions that help them in detailed understanding.
3. Post-reading: In real life, reading is most of the time followed by some activity. After reading, the learners either reflect upon what they have read or they relate the text to their background knowledge, interests, or views.

The advantages of the three-stage approach are: It helps the learners to activate their background knowledge so that they can use it while reading the text. It removes the hurdles which the learners are likely to face while reading. It gives them practice in reading and other skills. Thus it leads to the integration of the skills, In short, facilitates reading.

Strategies that can help students read more quickly and effectively include:

- Previewing: Reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Guessing from the context: Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- Paraphrasing: Stopping at the end of a section to check comprehension by restating the information and ideas in the text.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze exercises to review vocabulary items. This helps students learn to guess the meaning from context.
- Check comprehension while reading and when the reading task is completed.

- The students mostly read for education(43.49%) followed by information(40.23%)and recreation(11.3%).The rural students read for education(47.50% versus38.92%) and information (43.04%versus37.78%)and recreation 13.29%versus9.72%). Generally, the students do not have positive attitudes towards recreational reading as the majority of students read for education. This could be due to pressure from their parents and teachers to improve their academic performance. The goal can only be achieved through different means; however, *Education for all* and *information for all* are two main pillars of reading society that need more emphasis.

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ADHERENCE TO WRITING CONVENTIONS

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Abstract

Writing delineates the intellectual ability of students and keeps their predominance over other things intact. It encompasses diverse other skills like reading, vocabulary, grammar, and communication; therefore, it should be of major concern to teachers and students in the language teaching and learning process. Nevertheless, imparting writing skills to students is a significant problem for teachers. Judicious use of vocabulary, grammatical accuracy, and formulation of ideas are the parameters to adjudicate the quality of any written text, so a methodical approach to writing after requisite focus on the acquisition of vocabulary and grammar is accepted to be unarguable in language teaching. To be academically successful students are needed to acquire good writing skills. Teachers, to help students overcome the hurdles in writing, should implement writing as a part of the course curriculum and design a variety of writing tasks to promote writing skills. The paper is intended to invite a greater focus on writing skills to help the learners to be comprehensive and professional. It states the challenges in teaching and learning writing with a plea for special attention to it as it is a neglected skill. It also recommends an efficacious approach to improve the writing proficiency of students.

Keywords: predominance, methodical, comprehensive

Introduction

Writing is vital in academic elevation because fabulous writing skills allow students to manifest their communicative dexterity with clarity of thought and effectiveness in the presentation. Most significantly, writing is reckoned as a standard tool to test the creative and critical thinking of students. Their professional success is out and out dependent on the impression they acquire from the evaluators in examinations and interviews by their effective writing skills. The purpose of education is to help students accomplish complex and challenging tasks and thereby strengthen their ability to satisfy the employable requirements. Writing promises students umpteen career possibilities, yet it is the most neglected skill in

language teaching and learning program. The causes for this offhand attitude of teachers and students to improving writing skills are assumed to be their reluctance to perform the cumbersome activity of enhancing the word power, studious grammar learning, and awareness of punctuation. Emeg (1977) asserts that verbal ability and grammar skills seem to play a significant role in developing the higher cognitive levels of students. According to Graves (1987), the National Assessment of Educational Progress stated that the major problem for students in writing is to maintain coherence to convey information in writing a text.

Writing is a procedure that the writer assiduously implements to attribute essence to his/her thoughts. The writer's thinking and analysis find their pervasiveness throughout his/her writing by comprehending which the readers enhance their cognitive skills. While evaluating the written texts of students, teachers inhabit the rational field of students and measure their amount of learning. Janet Emeg (1977) asserts that writing is a unique mode of learning. The definition of writing, according to Janet Emeg is true as the writer learns through observation, analysis, and evaluation, and in academics, the aforesaid elements help students produce high grade written texts.

Writing in Curriculum

In academics, clear access to the store of knowledge is the curriculum. Its role in orientating the students towards learning has invariably been an accepted truth. The product of learning is writing because the knowledge of vocabulary and grammar which the students are imparted is reinforced in writing. The amount of learning, whether of a subject or a language, is gauged by evaluating the writing of students and it is for this reason curriculum designers have to work meticulously to provide opportunities to students to write across the curriculum which results in the patent improvement in the writing abilities of students. Anne Ruggles Gere (1985) stated, "Writing across the curriculum aims to improve the quality of writing." Writing fluency is found to be achievable if the instructors persistently involve students in writing activities in their classes by going abreast the curriculum. Walvoord, Hunt, Dowling and Mc Mahon (1997).

'Listen to learn' is entirely true about language learning, but listening initiates language learning, writing, being acknowledged as a productive activity, incorporates listening, speaking, and reading. According to Zinsser(1988), " Writing is learned by imitation. Nobody will write well unless he gets into his ear..a sense of how language works and what it can be made to do." It is a skill that is methodically developed through the process of what is listened to, spoken, and read about. To strengthen the writing skills of students, enough opportunities should be given to them to dedicate their time to writing tasks. Nevertheless, this arduous task can be improved with a committed effort. The educators are aware of the fact that the absence of the emphasis on the acquisition of this skill is obvious in the curriculum, and consequently, with meagre opportunities to write students are unsuccessful in writing good paragraphs.

According to Harris and Schaible (1997), if the curriculum has more focus on writing, students can improve their subject knowledge by undergoing the process of thinking and analyzing and this indubitably encourages them for self-learning.

A classroom is a small world of a disparate group of individuals. Students are identified as average, intelligent, and extraordinary based on their medium and higher cognitive levels. Teachers have to make judicious segregation of these groups and design writing tasks that would bolster confidence in students. Writing is learning. However, the possibility of learning is broadened when the educators make writing an integral part of their teaching program. Writing reflects the thinking of students. It is a comprehensive training that the instructors can give to students by making them write both in the classroom and outside it. The unbroken practice of writing would make students more lucid in their presentation as they learn to maintain chronological order and coherence while writing. William Zinsser(1988) asserted, "Writing is thinking on paper. Anyone who thinks clearly should be able to write clearly."

Teaching Writing

In educational institutions, very little time is spent on teaching writing. According to a majority of students writing is a luxury which they hardly acquire by straining their brain, ears, eyes, and hand. Furthermore, limited vocabulary and unfamiliar grammar structures successfully create bafflement in students to express an idea in an impeccable language for the convenience of the reader to understand the written text. Fu-Lan (2006) finds this failure of students in using appropriate words to form grammatically correct sentences when they are asked to write any paragraph.

Teaching writing has always been difficult for instructors as it encompasses multiple skills and adopting diverse strategies of their development. Writing instructors can adopt the following strategies to improve the writing skills of students.

- Learning ambiance
- Familiar topics as assignments
- Use of instructional tools
- Cooperative Learning
- Use of Technology
- Feedback to students

In the traditional way of teaching, imparting grammar knowledge is a way to improve the writing skills of students but instead of introducing certain prescribed grammar rules, creating a congenial ambiance in which students feel free to write with more focus on ideas than on conscious adherence to conventions would help the instructors to achieve the objective of enhancing the writing ability of students (Shaughnessy, 1988). Largely, what makes the students frustrated about writing is the draconian process of evaluation. This anxiety is a big

hindrance that does not allow them to proceed. When students are assured that what they have written has more importance than how they have written, they handily carry through the task unimpeded by any fears.

Assignments

True it is that students when asked to write on the topics which are familiar to them they show enthusiasm to write. They will add their ideas to the existing information to be more elaborative in the presentation. Furthermore, such assignments will help them recollect their past learning by activating their memory. (Watt-Taffe & Truscott, 2000). Writing on unfamiliar topics not only makes them diffident of their worth but also generates anxiety in them. The teachers can ask the students to write on topics like:

- Write about your family
- Write a small paragraph describing the place you have visited
- Write about your close friend
- Mention briefly about your school days
- What do you remember about the film you have seen with your parents?

Instructional Tools

The use of pictures or graphs is an indubitably effective strategy to engage students in writing. Textbooks, pictures of stories, cartoons, and places will help students write descriptions by applying their knowledge of vocabulary and grammar. They are exultant to create new stories, dialogues, and descriptive paragraphs with the help of the pictures which support their creative ability. Despite not being familiar with the information which the pictures are conveying, they will knuckle down to persuade the teacher with their writing of relevant paragraphs. As long as the students watch the pictures, they are busy developing ideas to justify their thinking. After writing a paragraph on the picture shown to them, they compare it with the original picture to check the relevance. This is how they learn to evaluate their writing. Bromley, et al (1999) states that the process of learning will be accelerated when instructional tools are used in teaching programs.

Peer Learning

Students discuss with their friends unmindful of intellectual differences. Moreover, group discussions provide a platform to students where they can exchange their knowledge and that way are privileged to upgrade them. Writing as a group task will promote quick learning. Writing standards of students will be improved as the activity is done by mutual exchange of information. Students, who possess limited storage of vocabulary and have no grammar skills, are at liberty to interact with their peers to attribute a quality to their writing. They openly argue or discuss with their peers and finally be successful in writing effectively which is, in the end, evaluated by the teachers. In a group activity, the written product of one student will be

evaluated by another student; therefore, they enhance their judging ability and become independent learners. This peer feedback works as the most influential tool in improving writing proficiency. According to Cameron & Young (2005), the perceptions and criticism of their peers show a greater impact on students than their instructors as they work on exhibiting equality in standards with their peers.

Technology in Writing

Technology contributes a lot to teach to improve the reading and writing skills of students. Of course, its assistance to a teacher in alleviating the strain to vocal organs is worth praising but at the same time, it keeps inordinate stress on a teacher as it demands the agility of the brain rather than the body. Lack of computer knowledge ensures teachers' failure to promote learning. Today, in teaching programs technology is widely used to make teaching more practical than the mere elucidation of textbooks. Consequently, teachers are expected to keep updated with changes in technology to elevate the standards of students. (Feiler & Logan, 2007).

The advent of technology in teaching or learning writing is a solution to both the teachers, who have been struggling to discover the ways to make students proficient writers, and to the learners who find writing a difficult task. The most hazardous problem in teaching writing is due to the disinterest of students to participate in this activity and technology dissipates this antipathy by inculcating interest. It brings the world to the classroom collapsing the boundaries where students begin to appreciate reality. Teachers are constrained to restrict themselves to textbooks and classroom teaching because of which their efforts to organize vocabulary and grammar learning programs may remain unfulfilled. This is where technology materializes their dream by allowing the students to use it outside the classrooms to supply their deficiency in word power and grammar knowledge. Through technology, they learn how to write narrative passages, descriptive passages, essays of various types, and reports. At the advanced level, they also learn rules to write an abstract in articles and thesis and thesis writing as well. On the whole use of technology in teaching is burgeoning with such speed as its influence on students is obvious.

Scaffolding

It is a strategy of teaching writing where students are given opportunities to write in steps. Teachers primarily motivate the students to write by activating their background knowledge. Relevant grammar rules and vocabulary are expounded to them before they are given the topic as the second step. Later they are encouraged to share their ideas with their peers and also with the instructor. Students will proceed to write after they have gained adequate knowledge of what and how they have to perform successfully in writing a particular task. According to Baradaran, & Sarfarazi (2011), students who are involved in scaffolding principles outperform other students who have no opportunity to be taught through scaffolding principles.

Teacher's Feedback

Writing generates a multitude of feelings in readers. The reader can have a spectacular view of the world of diverse customs and conventions through reading it. It educates the readers with its analysis of various situations and efficacious ways of handling them. It can suggest a solution to a problem, augment one's frustration, pacify one's emotion, and broadens one's thinking. For all these reasons writing has acquired the most significant place in academics. To become the best writers in the future, students are required to strengthen their writing skills in their academic life.

In their career also students need to exhibit good writing skills. Students learn the following writing skills in their academics which help them to be successful in their career

- Letter Writing (Formal & Informal Letters)
- Report Writing
- Essay Writing
- Summery Writing
- Précis Writing
- Paragraph Writing (with hints provided)
- Agenda Writing
- Minutes Writing
- Notice Writing
- Project Writing

Students need to master these writing skills to meet the employable requirements. Teachers should design tasks on the aforesaid writing skills to help students gain confidence in performing those tasks efficiently. Teachers' feedback helps them to show progress in their efforts. Teachers, while giving feedback should aim at the improvement of students; and therefore, they should at this juncture, act as a facilitator and a benevolent friend to them. Teachers' annoyance and impatience at the errors of students decrease their interest in learning and consequently, they avoid doing this task instead of growing on the feedback. Learners possess the psychology that they never want their mistakes to be publicly discussed. They want their teacher to be their friend instead of an instructor. Therefore, teachers have to be very careful while giving their feedback. During the process of evaluation, the teacher can say, "You could have more effectively presented your idea, had you done it in this way." "Can you tell me why you have used this word here?" This kind of interaction between the teacher and the student would certainly help students to show better performance in writing. (Hyland, 2000)

Conclusion

Writing is a skill of skills. It is affirmed that the teachers have to invent new strategies and methods in teaching programs to let students proceed to acquire writing proficiency. Instead of giving undue importance to grammar learning and vocabulary improvement, students should be encouraged to write on the topics of their interest. Constructive and unbiased feedback ought to be provided to help students overcome the barriers in writing.

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**INTEGRATING INFORMATION & COMMUNICATION TECHNOLOGY (ICT)
SKILLS IN THE TEACHING & LEARNING OF ENGLISH LANGUAGE: A CASE
STUDY OF FUNCTIONAL ENGLISH STUDENTS OF FAZL ALI COLLEGE,
MOKOKCHUNG, NAGALAND**

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Abstract

Language reflects man's personality. English has been considered to be the first Global lingua. Teaching-learning of English as a second language or foreign language has been redefined in the context of globalization and the digitized world we live in today. ICT is now a new wave in the learning and teaching of the English language. It has brought in new challenges and new vistas of opportunities for language learning. As the world is advancing, there must be changes in the language teaching and learning space too.

Fazl Ali College, Mokokchung is the first institute in Nagaland that has offered Functional English as an elective subject at the undergraduate level. Having a language laboratory in the college offers a wealth of resources in the form of various technology platforms for all areas of language learning driven by student needs. This paper presents the perception of the students and how the integration of ICT has been particularly effective and revolutionary in the teaching and learning of the English language. Such a study may also give meaningful insights for policymakers in the state about the implementation of ICT for teaching and learning of language in the classroom.

Keywords: Digitised world, ICT, Language lab, Technology platforms, and student needs

Introduction

The contemporary period has come to be labeled as the 'Information age', the 'Communication Age' and most recently 'The Technology Age'. The most striking feature of this sea change has been the emergence of ICT. ICT stands for Information and Communication Technology. It has ushered in new and groundbreaking changes in the 21st century. It is a huge umbrella term, so there is no specific definition. It has significantly changed how people work, communicate, learn and live. It continues to revolutionize all parts of the human experience.

Globalization and information technology have come to stay and make an impact. It has ushered in a rapidly changing world order in which nations and societies have come closer and interaction, interdependency has increased as never before. ICT has put a lot of positive effects on the education sector where teaching and learning are the most important aspects.

English Language teaching (ELT) is an area that has changed over the years, moving from very teacher-centered approaches to learner-centered ones (Richards:1985). English

language learning and teaching methodologies have undergone many changes over the last four decades: moving from a traditional grammar-translation method to more student-centered methods such as Total Physical Response, Communicative Language Teaching (CLT), and Task-Based Learning (TBL) which are more popular among language teachers (Richards & Rodgers, 2001). As the recent innovations, Mobile Assisted Language Learning (MAAL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL), and E-learning have been increasingly used in English language classrooms (Holmes & Gardner, 2016).

The spread of English as an international language has changed our conception of both the teaching and learning process. Widdowson (1997:135) declared that “English has spread to become an international language.” Graddol in his book entitled “The future of English” maintained that no single language will occupy the monopolistic position in the 21st century which English has almost achieved by the end of the 20th century (Graddol 1997:58)

ELT scenario in Nagaland

With the emergence of Naga statehood came the spread of rapid education. English became the language of the educated and the link language among the Nagas. Nagas are indigenous people, with their homeland stretching along with the Northeastern Indian states of Assam, Manipur, Arunachal Pradesh, and Northwestern Myanmar (Burma). Nagaland was created out of the Naga Hill areas of Assam and North Eastern Frontier Agency (NEFA) in 1963 becoming the 16th state of the Indian Union (Nagaland State Human Development Report: 2016). The multilingual composition of Nagaland necessitates that each tribe speaks a distinct language which has further dialectal variations. The peculiarity of Nagaland lies in the cultural and political features of the Naga society which has created a highly complex linguistic environment. This has seen English declared as the sole official language in Nagaland. English is therefore learned after the first language or mother tongue in Nagaland. English is valued highly in the Naga society with a lot of prestige being attached to the language. In Nagaland speaking the English language is synonymous with better education, a good mindset, refined culture, polished personality, and higher intellect.

The first higher institute in Nagaland Fazl Ali College (FAC), Mokokchung, Nagaland was established in 1959. Mokokchung as one of the districts is a small town in Nagaland. Located at an altitude of 4,430 feet, it is home to the largest cluster of the Ao tribe where one can witness the coming together of old traditions and new-age customs. Fazl Ali College, a premier institute in Nagaland is located at Mokokchung, which emerged as one of the leading educational institutions of the state. It is a co-educational Government college affiliated with Nagaland University. The college takes pride in being the oldest college in Nagaland. FAC is also the first college in Nagaland that offers Functional English (FE) as an elective subject at the undergraduate level. The language laboratory in the Functional English department offers resources in the form of technology platforms for all areas of language learning driven by student needs. The college boasts of having a language laboratory, the first in the town. It is observed that the use of Information & communication technologies has restructured English language teaching methodologies in the past few years at Fazl Ali College, Mokokchung especially in the Functional English department.

As our concern is the English language at the undergraduate level, let us examine how English is taught and learned at the tertiary level. Perhaps what Baral said in a seminar proceeding is true of the Nagaland situation too. Where English is offered as a major, the syllabus is mostly literature-oriented. What could we expect from such a syllabus? The undergraduate syllabus is not designed to promote language skills. The situation becomes pathetic where students in a classroom come from a multilingual background and the teacher who teaches English comes altogether from a different language background" (ELT in the age of ICTs: Issues & challenges:2007). A lot of time is invested in teaching English but most of the time language skills are not emphasized. Moreover, the teaching of pronunciation is not given much importance. In such a scenario, ICT using technology platforms like language labs can build a strong foundation to teach language skills to all streams of study.

ICT's and Language teaching/learning

The integration of ICT in teaching and learning is not a method; rather it is a medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented (Garret:1991) The methodology of teaching English in the Functional English department is also taking small steps to start a new wave of using ICT in teaching and learning process. With the use of ICT, there is a two-way exchange of knowledge between the teacher and student. The interest and focus of the researcher will be on how the ICT environment can be used for supporting student-centered learning, increasing student motivation, confidence and also help to create a distinct and independent personality.

Functional English(FE) subject continues to provide the basis for effective communication and understanding across the four subject skill areas; speaking, listening, reading, and writing. Language learning is more in terms of gaining a skill to be used rather than a body of knowledge to be gained. Over the years, the learners have been taught the importance to work on one's communication skills because that alone improves the overall quality of life. The learners are made to focus on language learning basing on an approach of communicative proficiency rather than a mere mastery of structures.

The college is privileged to have a state-of-the-art language lab at par with the rest of the country. It is equipped with the most advanced and futuristically designed Sorell I Tell software. This software helps in facilitating classroom engagement and interaction via computer-based exercises and activities to maximize language learning. Having a language lab provides a very different experience from the traditional system of teaching and learning languages. This structured e-learning environment has been successful and reliable. The language lab helps the learners to practice different language skills excitingly and interactively. It creates a more attractive learning environment for the learners and can offer them more practice hours and up-to-date exercises than can be found in language books. The language lab boosts the motivation of learners achieving higher levels of language retention and progress.

Method

This study intended to find out how the ICT environment in the college can be used for student-centered learning, increasing student motivation, and confidence. The present-day language learning is leaning towards the integration of ICT in the teaching and learning process. ICT is a valuable tool to enhance teaching and learning (Stockwell: 2016)

This study used a sample of 40 Functional English students of Fazl Ali College, both male and female from different batches. The course content of Functional English subject are as follows: English Phonetics, Style, and Varieties of English-1, Remedial grammar, Writing skills, Oral communication, Mass communication & Broadcasting, and English in On the Job training.

The Technique of data collection

To collect data for this paper, the researcher met the respondents on the college campus and had an open interactive session. The researcher adopted a Qualitative approach whereby focusing on obtaining data from first-hand observation through questionnaires and interactive sessions as well. The researcher being a teacher of Functional English subject continues to evaluate and assess the student's performance at close quarters. This paper is a result of such interactions and interviews with the students.

This study tries to answer these three main questions (1) Benefits of using ICT among FE students. (2) Some drawbacks/ disadvantages (3) Difference between the traditional classroom and technology-aided classroom. The following queries are helpful indicators to bring out the student's perceptions of using ICT in the classroom.

Results and Discussion

The positive response from all respondents was quite encouraging. Among the respondents, there was no resistance to change and no negative attitude towards the use of ICT.

(1) Benefits of using ICT's among Functional English (FE) Students

Functional English students perceived ICT as having a positive effect on English language learning. Another contributing factor of ICT which all respondents agree with is motivation. Students learn without any fear or apprehension which helps them to build their confidence and proficiency in the use of the English language.

The concept of a language lab is rather new because laboratories have always been associated with Science subjects. However, ICT's in language teaching is a very well-designed technical aid that helps in the teaching of the English language effectively. A language lab is a technical innovation that plays a vital role in the language learning process. Language lab helps to facilitate the integration of ICT skills.

Learning a language involves the four skills of listening, speaking, reading, and writing. The students opine that language lab is a great technological aid for language learning that helps them to learn and practice the four skills in an effective manner. It also creates an easy and comfortable atmosphere where students can learn and improve their skills and command of the language. The use of various digital, multimedia and interactive devices makes the learning process much easier and more fun for the students.

The problem faced by the students is mostly in the area of pronunciation. Respondents all agree that mother-tongue interference is an ingrained problem. Hence, language lab helps them to correct the error of sound and accent and helps to develop fluency. Moreover, one of the objectives is to help the students to have command over the language through correct pronunciation, intonation, fluency, and accent. It is seen and proved that language lab assists in

learning and mastering every aspect of phonetics of the English language with clarity and accuracy.

One proven tool is the Teleprompter which facilitates communication. Using Teleprompter gives them the experience of sitting in the hot seat and reading news for different television channels. This allows the learners to read the text word for word, ensuring a consistent and accurate speech, while maintaining the illusion of spontaneity

The language lab stimulates the eyes and ears of the learner to acquire the language quickly and easily. It also provides an environment where students can imitate and practice the four skills of listening, speaking, reading, and writing at their own pace and without any disturbance.

Drawbacks and Disadvantages

Language labs are not completely free from limitations and disadvantages. These are some of the disadvantages experienced by FE students.

- 1) The number of students who can learn in the lab is limited. Hence the intake of students is low in FE which is a cause for concern.
- 2) Lack of continuous power supply hampers the smooth flow of practical activities.
- 3) The equipment used in the language laboratory is expensive and may not be feasible for every teaching institution to procure such equipment for language learning.
- 4) Too much dependence on digital devices proves to be a drawback.
- 5) To update various lab equipment from time to time. Also the need to update various programs and systems.

Difference between ICT classroom and traditional classroom

This study supports the idea that FE students of Fazl Ali College, Mokokchung, Nagaland strongly believe that the use of ICT aids in the teaching and learning of the English language. To the question "whether they prefer ICT-aided classroom or traditional classroom" the response ICT's aided classroom was unanimous. The students realize that by using technology, they will learn the target language faster and more effectively. On the other hand, their understanding synchronized with what Nomass (2013) had to say about traditional methods of teaching "traditional methods for teaching English present important disadvantages compared to teaching methods using ICTs."

First, the respondents stated that traditional classes focus more on theory rather than on practice, meaning it is theoretical and focuses only on textbooks and blackboard. They rely more on the lecture method which is tedious and time-consuming. It is thoroughly a teacher-centered method, unlike the ICTs aided classroom which is student-centered.

Secondly, the traditional classroom is very low on motivation factor. Little or no effort is made on being creative and resourceful. The monotony of just listening and writing takes away all excitement and interest from learning. On the contrary, respondents strongly believe that the use of multimedia and interactive devices with a good software program generates interests among the learners.

Nomass (2013) goes on to address the 'Efficiency' factor. "Technology-aided language learning is generally faster in helping students acquire the language." Respondents stated that ICT allows the student to be an active learner. It opens space and better opportunities to hone their four language skills. Students responded that traditional classroom leads to rote learning and an inability to use the language in the simplest communicative tasks on the part of the learners. ICT's allow students to proceed at a comfortable speed that suits them and hence have opportunities to be more resourceful and innovative.

It is rather lamentable that teachers cannot give personal attention to students in a traditional classroom. Student intake is high in such a class, it becomes rather difficult to identify the errors made by an individual student, hence it is mostly left uncorrected.

Having stated the disadvantages of the traditional classroom in today's context, it is important to note that no technology is meant to replace the teachers. It is the role of the teacher to guide students in using these digital tools. Digital tools alone cannot assess the learners. Besides teachers play a great role in designing the activities and along with the learners can work and explore together how to use technologies to widen access to learning. Hence teachers must also be prepared to go through a continuous learning process to improve teaching efficiency. Overall ICT enables teachers first of all to learn well, then teach well, work efficiently, solve problems easily and finally achieve goals in fewer periods.

Conclusion

The result of this study supports Kramsch & Thorne's stand that "The use of technologies provide learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use" (Kramsch & Thorne 2002). We can also see how ICT supports and integrates literacy skills. It brings to the forefront the enhancement of interactive teaching and learning styles and most importantly provides many opportunities for creativity. The ensuing discussion also indicates that ICT as a medium for teaching is becoming more and more popular. What can be inferred from these findings is that use of ICT in language teaching has proved positive and stimulating for both students and teachers. It also demands that the teachers of the 21st century not only become adept at it but also know how to implement them. Teachers must also be prepared to face new challenges in education that are present today.

In the context of Nagaland, the majority of college students come from government schools. In such a situation, some of the students get to use the computer for the first time in the college only. Integration of ICT in the teaching-learning process helps to transform such shy and awkward students coming from rural backgrounds into smart, productive individuals with a polished personality. Such positive transformation is seen among most of the graduates of FE subject. Hence the findings from this study show that the use of ICTs in the teaching and learning process is the need of the hour and the teacher is expected to be creative and innovative in his/her teaching-learning process by integrating ICTs.

It can also be drawn from the present study that looking at the rapid breakthroughs made in the education sector, it is expected that Information and communication technologies will further change the way knowledge is developed and delivered.

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THE ROLE OF ERROR ANALYSIS IN LEARNING SECOND LANGUAGE (L2) USING COMPUTER SOFTWARE

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Abstract

Non-native speakers frequently commit mistakes when learning the English language (L2). Error analysis is the study and analysis of the mistakes committed by second language learners. Error Analysis is one of the major important theories of second language learning (L2) and applied linguistics. Error Analysis is a very significant theory to analyze second language, English (L2), learners' mistakes. In the process of learning a second language, English (L2), learners generally commit mistakes. Therefore, Error Analysis is a systematic process with which the second language learners can identify, explain and describe the mistakes during the learning of the target language, English (L2). The Error Analysis provides an accurate and deep understanding of the target language, English (L2), and its development.

Analyzing English Language errors by making use of computer software is very effective in ESL classrooms in general and Telugu medium classrooms in particular. Computer software is very handy, in analyzing errors committed by second language, English (L2) learners, to the teachers and learners of English language (L2). It plays a pivotal role in enhancing the teaching and learning ability of the teachers and learners. The paper investigates writing errors in Telugu medium second language, English (L2), classroom (s), and how these errors are detected and removed using computer software. It examines the error detection with a sample of ten scripts from the 10th class students in Lady Amphill Government Girls High school, Machilipatnam. The paper presents a theoretical framework for using computer software in analyzing errors in the Second Language, English (L2), classrooms with special reference to Lady Amphill Government Girls High School, Machilipatnam.

Keywords: Error Analysis, Errors, Mistakes, ESL classrooms, Computer-aided analysis of writing samples.

II

The Telugu medium students in general and Telugu medium government High School students, in particular, commit many errors when they start learning a second language, English (L2), in the classrooms. Committing mistakes during the learning of writing a second language, English (L2), play a significant role in the learners. The learners' mistakes pave the

way for the second language teachers to understand the second language learners' knowledge of English (L2) and how much the learners have learned the art of writing. The concerned teachers provide facts about the second language, English (L2) learners' learning difficulties in learning writing in a second language (L2). Committing mistakes, wrong structures of a sentence and misinterpretations play a crucial role in virtual learning ESL, English as a Second Language, classrooms. Hence, to establish effective teaching, writing, and learning a second language classroom instead of a traditional/conventional one the researcher tries her best to develop a few methodologies and strategies for analyzing errors. The manual error detection by the second language teachers may negatively affect the reliability of correction of errors in the second language learning process. However, the error analysis strengthens the second language, English (L2), teachers' accuracy in writing, fluency, and learners' linguistic skills. Apart from this the use of Error Analysis Computer Software no doubt boosts the overall performance of the second language teachers in ESL classrooms. Therefore, the use of Error Analysis Computer Software in correcting the mistakes is very handy to establish effective teaching and writing in ESL classrooms.

ESL learners face many difficulties in writing in English. Since the structures of L1 (Telugu) and L2 (English) are entirely different from each other, writing in English is a herculean task to the second language, English (L2), learners. Due to lack of command of the English language ESL learners consciously or unconsciously commit mistakes while writing in English. Correction of these written papers is a herculean task and time-consuming process for teachers of the second language. Therefore, to improve the overall performance of the teachers and learners in ESL classrooms using Error Analysis Computer Software is handy.

III

Computer error analysis software is very handy to both the teachers and the learners in identifying errors. The following are the very useful and free software being used by the learners of the English language (L2) to correct their errors and researchers for their thesis correction.

1. Grammarly:

Grammarly is one of the significant error analyzing software. It fixes more than a hundred types of errors. It checks up many errors as soon as the content is entered. Grammarly software finds out the errors like typographical, grammar, punctuation marks, word order, writing style, and sentence structure.

2. ProWritingAid:

This software maintains accuracy. It helps its users to write grammatically correct sentences soon after the content is entered. It suggests error-free sentences and enhances the

readability of the entered text. It investigates repetition of the words and sentences and corrects irregular sentences and vague words. It identifies complex sentences that are not fit the context.

3. White Smoke:

White Smoke software plays a very significant role in correcting the entered content. It recommends upgrading the entered text. This software corrects the entered content. It calculates the entered text and gives the rating of the text. It suggests relevant and suitable phrases and expressions if the entered text is not up to the mark. Eventually, this software in addition to checking the entered text can also produce a clear report on the text entered.

4. Ginger Online:

Ginger error analyzing software provides many opportunities to second language learners. The moment text is entered it notices the errors and upgrades it. It also suggests the learner strengthen the entered text by showing the writing flaws.

5. Grade Proof:

Grade Proof is another important error analyzing software for learners of English as a second language. In fact, the more the learner enters the text the more it can give a pack of suggestions for enhancing the entered or written text. Another significant feature of this software is it gives suggestions to rephrase the entered text or sentences.

6. Hemingway:

The primary feature of this software is it counts several adverbs in the entered text or content. Apart from the counting, it rates the readability of the entered content. It shows the entered content's degree of clarity. The tool is very handy to both the teachers and the second language, English (L2), learners in ESL classrooms.

7. Paper Rater:

Paper Rater is a very important tool to analyze errors. This software tool speedily checks the grammar in the typed text. In about seconds, this tool edits the typed text. Another significant feature of this tool is it has a vocabulary builder which suggests the right and correct word to improve the grammatically wrong sentences. It always examines the content typed to strengthen the linguistic structure.

8. Online Correction.com:

This error analyzing software has an important feature that suggests different varieties of English. Soon after the text is entered it identifies whether the text is written in British

English, American English, Indian English, Australian English, and New Zealand English. This tool helps the second language, English (L2), learner to easily recognize the variety of English.

9. Spell Check Plus:

This error analyzing software tool is very handy to both the teachers and learners of English as a second language. This tool provides the teachers and the learners what are the reasons behind their mistakes committed while writing the text or content. And it prevents both the teachers and the learners from writing the errors again and again. It teaches very commonly committing mistakes to the learners of the English language, L2.

10. Virtual Writing Tutor:

This tool has a special feature which teaches second language learner how to improve English pronunciation and its proficiency. This error analyzing tool is specially designed for English as a second language teaching and learning. Another important feature of this tool is it assess paraphrase of the written content.

11. Slick Write:

This tool is used for quick editing results.

12. Auto Crit:

This tool has a special feature that removes the unnecessary use of adverbs in the typed content. It helps the learner to get rid of redundancies in the typed text. It checks the writing styles to eliminate the common errors committed by the second language learner during their writing the content. It also removes unnecessary phrases and clichés.

13. After the Deadline:

Natural language processing technology and Artificial Intelligence is available in this error analyzing software. It suggests appropriate and suitable suggestions for checking typographical errors, spelling mistakes, and writing styles.

IV

Ten tenth class Telugu medium students in Lady Ampthill Government Girls High school, Machilipatnam, are assigned a task to write an essay on the given topic 'Impact of Pollution'. These ten samples are manually collected and corrected by the English lecturer. Of the ten samples, each sample consists of 1000 to 1100 words. The concerned English Language Teacher/lecturer is requested to record the time which is spent to correct each sample. Further, after the correction of the samples, the samples are again given to five English teachers to

correct the corrected samples. Again the five teachers' time is recorded during the correction of the samples as the samples are written by the students on a piece of paper. The manual errors are tabulated in consultation with the concerned English Language, English (L2), teachers. The types of errors, topic wise, the teachers came across, during the correction of the samples are presented in the form of Table (1)

Stage-1**Table-1**

Report	Grammar	Punctuation	Missing word	Spelling	Contextually wrong word	Time is taken(in minutes)
1	08	10	8	13	7	25
2	09	11	7	16	5	23
3	10	09	9	14	6	28
4	06	07	8	13	4	27
5	11	11	3	13	9	30
6	12	11	4	14	7	27
7	10	12	2	12	2	31
8	11	10	7	15	3	31
9	06	11	9	10	8	29
10	07	09	2	11	6	26

Stage-2

In the second stage, the researcher prepared all the 10 samples into word documents. These ten-word document samples are run through the error analysis software which is a free tool/software. The outcomes of the ten samples are tabulated in Table (2). Further, Table (2) presents the comparison between Manual and Grammarly error corrections.

Table 2

Report	Grammar		Punctuation		Missing word		Spelling		Contextually wrong word		Time taken (in minutes)	
	G	M	G	M	G	M	G	M	G	M	G	M
1	15	08	20	10	12	08	19	13	12	7	10	25
2	14	09	18	11	10	07	20	16	10	5	11	23
3	16	10	17	09	14	09	18	14	09	6	10	28

4	13	06	16	07	10	08	20	13	10	4	11	27
5	14	11	20	11	07	03	17	13	12	9	12	30
6	13	12	20	11	12	04	18	14	13	7	14	27
7	12	10	18	12	10	02	20	12	12	2	11	31
8	16	11	17	10	11	07	17	15	10	3	10	31
9	18	06	16	11	10	09	16	10	11	8	12	29
10	15	07	15	09	09	02	16	11	10	6	10	26

V

Error Analysis Computer Software, Grammarly (G) is far better than Manual (M) correction in case of detecting the errors. In detecting the grammatical errors the Grammarly found many errors than the manual process. For example:

There is a lot of difference and comparison between Grammarly and Manual in detecting the errors in tenses, degrees of comparison, prepositions. The average frequency of errors is 08 in manual processing whereas it rises to 15 when the word document runs through Grammarly.

Error detecting Computer Software tool detects errors efficiently. The efficiency of the software tool is performed in showing the punctuation mistakes. For example:

In the case of detecting the errors in Punctuation marks the average frequency is 10 mistakes/errors in the manual processing whereas it rises to 20 errors when the word document runs through Grammarly.

While the second language, English (L2) is written punctuation marks play a pivotal role in determining the meaning of a sentence. Making use of punctuation marks and detecting the punctuation marks, in an essay, in manual processing is a challenging task. However, Error Detecting Computer Software tools systematically detect errors that are unnoticed during the manual correction. The comparison and difference are presented in table (2) in case of mistakes in punctuationmarks.

Readability plays a crucial role in getting the essence of the sentence, the paragraph, and the essay. If any word misses in the essay the reader gets a negative meaning of the essay. The software tool efficiently tackled the word document when it runs into the software than the manual processing. For example:

In case of detecting the errors in missing words, the average frequency is 06

mistakes/errors in the manual processing whereas it rises to 10 errors when the word document runs through Grammarly.

In detecting the errors in the spelling of the words the software tools are very effective in detecting the errors than the manual processing. The written manual depicts an average frequency of 13 mistakes in each essay whereas it goes up to 18 errors when the word document runs through Grammarly. The ultimate aim of the error detecting software is to make the learner learn English spelling as the learners are affected by the mother tongue, Telugu.

The right word in the right context determines the meaning of the sentence, paragraph, and entire essay. The tenth class Telugu medium students in government schools are unable to right suitable words in the sentences and the essays. Therefore, understanding the meaning of the essay varies and differs and may not meet the requirements of the essay. The software is successfully identified the contextually suitable words than the manual processing. For example:

In case of detecting the errors in contextually wrong words, the average frequency is 05 mistakes/errors in the manual processing whereas it rises to 10 errors when the word document runs through Grammarly.

On the whole, there is a lot of difference between Manual processing and Software processing in detecting the errors. The average time spent on each manual paper is 26 minutes to detect/identify mistakes in Grammar, Punctuation, Missing word, Spelling, Contextually wrong word. Whereas the average time spent on each word document is 11 minutes to detect/identify mistakes in Grammar, Punctuation, Missing word, Spelling, and Contextually wrong word.

Telugu medium students in government high schools in semi-urban areas in general and rural areas, in particular, are very weak in Second Language, English (L2), Grammar, Punctuation, Missing word, Spelling, and Contextually wrong word as they are not exposed to English language environment since their childhood and due to lack motivation and cooperation from the teachers in ESL classrooms in and around Machilipatnam.

Conclusion

Telugu medium students in government schools are less exposed to the English language (L2). Writing essays in English is a herculean task for them. Further, correction of the Telugu medium students' English scripts (Manual) is time-consuming and burdensome particularly when English language (L2) teachers are assigned, large classes. Therefore, the skill (s) of the second language, English (L2), teachers are/are not properly made use of to improve the English Language skill, particularly writing, of Second Language learners. As second language teachers are unable to provide their full time to train the Telugu medium

students better results may not be expected in ESL classrooms. However, making use of Computer Error Analysis software in ESL classrooms is the need of the hour. Teachers' active involvement is necessary when using the software tool in detecting mistakes and train the learners in learning the writing. In other words, appropriate software is used to meet the needs and levels of the second language, English (L2), learners in ESL classrooms in Telugu medium government schools in Machilipatnam.

Telugu medium students in general and government school Telugu medium students in particular lack inspiration and motivation in learning a second language (L2). Government school second language learners are preoccupied and obsessed with the fear of writing, speaking, and learning English (L2). This kind of attitude will be put aside when second language teachers play a role of a motivator, guide, and facilitator in the ESL classrooms. Hence, the English teachers have to have an inspirational approach in case of making the learners in learning how to write the second language, English, (L2) in ESL classrooms without mistakes. With the changed attitude of the teachers, the learners get command of writing in L2 in ESL classrooms with bright hope.

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INNOVATIVE TRENDS IN ELT

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Abstract

The new trends seem to have emerged in the area of education which has changed the face of the traditional education system with several educational options available before the modern generation of learners. The latest trends, methodologies, and developments illustrate the crucial role of education in general by internalizing the education process, emphasizing quality above quantity, increasing technology adoption, the need for professional talent, etc. In ELT as well, theories and methods continue to evolve. The goal of this work is to provide a detailed account of emerging English Language Teaching Techniques. English Language teaching has undergone huge changes during the last decade in particular. Before the current generation of learners, there are numerous educational options available. The new techniques appear to have changed the traditional system of education completely. English Language has an extensive scope and influence on an individual's entire personality and has become a universal language. Methods for the learning of English help to acquire knowledge by a direct methodology, method of grammar-translation, lingual sound, structural approach, etc. In addition to these fundamental methodologies, however, the students will also learn new modern techniques to promote their learning. A range of various techniques, such as the use of classroom technology, project-based learning, the usage of teaching aids to make conversation and group discussions more efficient and effective. The flux in education has become an essential requirement with so many techniques. Teachers can use tools and technologies to enhance standards actively. The approaches and teaching techniques may vary depending on how the student can speak fluently for some students, however, they lack grammatical skills. This has challenges, including student-free attitude in English learning, poor teaching methodology, lack of innovation, different cultures and emphasis, reluctance to speak, poor provision of teaching aids, and limited access. This paper is aimed at familiarising English language teaching techniques and methods in the study of new approaches to learning. If you teach English through new methods and technology, it will contribute to a pleasant and conducive learning environment.

Keywords:

English language teaching techniques methodologies, ELT, English language teaching techniques and methods, Basic techniques in teaching, the study of new approaches, Conducive learning environment.

Introduction

Anyone who has experienced technological developments in the past decade will know how fast our world is changing. As well as, how it happens outside our learning environments, in the real world – at least a few – will eventually impact what we've been doing in our classrooms, lecture halls, universities, and schools. The following technologies will certainly impact certain teachers and teaching contexts.

We begin with the wider picture of technologies within society and education, with a focus on how the digital divide affects the implementation of educational technology (Hockly and Dudeney). Then we look at different, new ways of learning, before concentrating on certain new technologies that will – or will – have an impact on what we do regularly. In each case, we consider how these recent technologies will begin to impact educators of English.

The “Digital Divide”

The term 'digital divide' refers to the dichotomy between demographic trends and aspects with access to advanced information and communication technologies and many have no or even no access controls (Yu). Smartphones, TV, personal computers, and the internet are all technologies. Despite technological developments, students still have no advantages. They are not educated to survive in today's technological world. Poverty, poor infrastructure, bribery and bureaucracy, training, and technical support are other factors contributing to this gap. Therefore, educators must be aware of the possible technology and Internet barriers faced by students.

The massive digital divide in education is a significant impediment to the growth of developing countries (Benjamin Quito). People living in underdeveloped areas are incapable of inventing new technology or undertaking research aimed at raising population living standards. The digital divide not only affects the future of young minds but also decreases the likelihood of a successful professional life. As a result, students from various backgrounds, geographies, and cultures miss out on the opportunity to create creative ideas and become critical thinkers. The following are several strategies for reducing the effects of the digital divide in teaching (Reynolds and Chiu):

- Developing nations must look for new ways to broaden digital technologies, improve market access, and lower service costs, particularly for Internet connectivity.
- Making available alternative options that are both cost-effective and sustainable.
- Providing each student with a laptop, tablet, or another smart tool to assist themselves.
- Providing wireless connectivity throughout the day in study rooms, the cafeteria, as well as the library.
- Using campaigns or incentives to promote digital literacy
- Building strategic alliances with effective organizations and maintaining a strong channel

The digital divide, according to various studies and reports, is still very much a major challenge(Pursel). According to a survey, only 71 percent of American households possess broadband, a number that is low compared to other countries with proportional GDP. Some who claim that narrowing the digital divide might increase literacy, democracy, social mobility, economic inclusion, and economic development are among those who support it.

Novel Means of Erudition

1. “Blended Learning”

Teachers' course materials and tools illustrate this pattern as they integrate new media with more conventional forms of instruction. The King's English Language Centre (King's College London) offers a Combined Pre-Sessional Course that incorporates face-to-face and online instruction. (Kohnke)Lindsay Clandfield and Jill Hadfield's Experience Online - creative perspectives for blended learning emphasizes the interaction between teachers and learners for teachers who want to sprinkle realistic online activities into their everyday teaching.

A blended learning model can help you personalize your subject matter for time constraints, learning techniques, and even personal interests, but putting one in place necessitates significant changes in your training mind-set.

- **“Face-to-Face”**: Learners can monitor their learning speed by combining traditional instructor-led learning sessions with technology. Role-playing, mentoring, hands-on instruction, and reviews are all advantages of this program (Kjaergaard).
- **“Rotation”**: Students move from one learning experience to the next, either in a formal learning session led by an instructor or in a self-directed learning session conducted online. Educational centers, labs, and the flipped classroom are all examples of how learners can practice a curriculum before undergoing face-to-face professional development(Horn, Michael B.).
- **“Flex”**: The terms "flex learning" and "personalized learning" are interchangeable. Students guide their learning journey by accessing means of learning incorporation in a Learning Management System (LMS) and choosing what they want to know and understand. The teacher is present predominantly to answer questions and act as a tutor.
- **“Gamification”**: Allowing students to play is one of the most important ways to inspire them. Learners feel a sense of competitiveness and are more inspired to explore the content on their own time when gameplay elements such as points or levels are used.
- **“Online Lab”**: This blended learning model takes place before, during, or after training and is completely interactive, with little or no teacher interaction. Learners may use their mobile phones (mLearning), laptops, or tablets to access the content. This method engages students and helps them remember what they've learned.
- **“Self-Blend”**: Self-blended teaching method is supplementary content—webinars, white papers, industry blogs, or video tutorials—that enables self-motivated educators to dive deep into a particular topic. To promote curiosity and development, a robust LMS may bring together multiple content sources into one framework(Kohnke).

- **“Online Driver”:** The whole self-directed learning approach takes place in a virtual era and is fully self-directed. Students may communicate with an educator through chat, email, or a discussion forum. It offers a flexible schedule and customized learning, but it lacks the face-to-face engagement that other blended learning methods do. An LMS is the most effective way to allow users to guide their learning while also keeping track of their progress as they watch videos and ultimately participate in classroom discussions. You have the option of using one of the current learning management systems or having one built specifically for your needs.

2. “Adaptive Learning”

Adaptive learning, also known as adaptive teaching, is the implementation of personalized learning experiences that cater to an individual's specific needs via just-in-time feedback, routes, and support (rather than providing a one-size-fits-all learning experience). Adaptive learning technology aspires to imitate and complement (rather than substitute!) the abilities of great educators to have the appropriate educational opportunity for each pupil. It allows adaptive learning to be scaled to tens, hundreds, or thousands of students at once (Philip Kerr).

Less than a third of teachers and curriculum designers (roles were self-identified) said they currently use adaptive learning technology in the 2017 Digital Learning Study, which surveyed university educators across Australia. The National Education Technology Plan (NETP) was developed by the Department of Education in the United States, and it articulates a vision of equity, constructive use, and collective leadership to make learning possible anywhere, at any moment (Lynch). They also released a Higher Education supplement, which looked at learning, teaching, leadership, evaluation, and infrastructure in university education. They highlight the advantages of adaptive learning across the educational continuum in these proposals. Adaptive learning is now widely regarded as a necessary component of a successful and engaging digital educational process.

It's impossible that classroom sizes will shrink, and it's even more unlikely that teachers will be able to direct every struggling student through the whole difficult lesson — and this is where adaptive technology can help. Instructors and curriculum designers should develop stimulating, customized learning environments that cater to a variety of learning styles, ensuring that both at-risk and advanced students receive the attention they need at all moments. It can be used to exchange introductory content, classroom pre-work, remedial lessons, case studies, and new and old idea explorations.

When used with care and caution, adaptive learning technology increases an instructor's ability to maximize educational outcomes per each small group of students. Both formally and informally, education has evolved into a lifelong pursuit. It includes a wide range of learning opportunities, such as classroom learning, online coursework, continuing education, career training, and personal activities.

Learners can continue their research, obtain input, and manage challenging material with adaptive learning environments even if they don't have direct or immediate access to a

teacher. Furthermore, students are allowed to take control of their learning process, experiment with different learning sequences, and research at their speed.

3. “Flipped Learning”

The Flipped Learning Model is a growing trend in education that involves students attempting to pre-learn a subject before in-class teaching, thereby shifting the roles of both teachers and students. Flipped learning aims to use the extra class time to engage students in more engaging and interactive learning. It is "rapidly expanding to mean any method that allows students to plan outside of class for successful participation in class," (Lecture and Berrett). This, of course, necessitates teachers creating more instructional and teaching resources, as well as students participating in more events and exerting greater effort and participation. When it comes to English language learning and teaching, the flipped learning model relies on a variety of approaches that enable students to be more interactive in class and to have more opportunities that “can help English language learners further improve their academic language proficiency and trust when using the vocabulary.” (Marshall and DeCapua). Flipped learning has a distinct advantage over lecturing. English language learners in conventional lecture classrooms “put much of their effort into the lower stages of Bloom's Taxonomy—understanding and remembering—while attempting to obey the specific teaching instructions.” (Marshall and DeCapua). The problem with face-to-face lectures as a learning context is that they are “insufficient, short, one-sided, and too rapid to enable ability processing,” and students seldom have enough time to process ideas and transfer them into long-term memory until new ideas introduced in lecture supplant them. Teachers waste the most precious opportunity, asset, and ability to direct students by using lectures as the first tool to expose students to material. To assist students in processing new material and activating prior information, classes should include questions, tests, issues, and remedies.” (Hodges). It is obvious that flipping the class helps the instructor to shift lower levels of Bloom's taxonomy outside of the classroom to another setting where students will have more time and space to focus on understanding the new philosophies. Both curricular in-class activities and extra-curricular out-of-class activities are included in the flipped learning model. “Just as no two conventional classrooms are alike, neither are flipped classrooms,” (Martin). It means that in-class and out-of-class activities differ depending on the nature of the subjects discussed and the level of the students, but they all share a common framework. (Freeman and Herreid) put it this way: “what is normally done in class and what is normally done as homework is reversed.” This means that the flipped classroom's central idea is to reverse long-established types of learning so that work that is typically done at home is performed in the classroom, while content that is typically learned in the classroom is completed by learners at home.

4. “Massive Open Online Courses”

MOOCs, according to Bartolomeo, are open-access courses delivered through an online platform that can accommodate a large number of users. This means that anyone with access to the Internet will take a MOOC for free (Orsini-jones et al.). MOOCs, like every other e-learning program, provide students with similar opportunities. MOOCs provide students with the

flexibility and individualization to select and participate in any course of their choice after preparing and reshuffling their time and educational resources according to the course's requirements as well as other life commitments(Chacón Beltrán). This ensures that students with disabilities and limited resources have fair access to education. In ESL classes, MOOCs incorporate new learning modes such as heutagogy (independent learning experience using ICT tools), cybergogy (virtual, technologically-enabled autonomous and collaborative learning), and paragogy (interaction with peers to achieve learning goals and development of learning community to share learning contents, connect, build knowledge, and learn collaboratively). Learners who take MOOCs from a foreign provider can also get information from a variety of sources. MOOCs have the potential to become a big new tool for collaborative learning because learners participate in communities where they can seek support, give guidance, and even have conversations(Manning et al.). MOOCs improved students' English proficiency, as well as their critical thinking, decision-making, problem-solving, and ability to work under pressure. According to a survey of MOOC users learning English as a second language, MOOCs helped them develop their subject knowledge as well as their overall English language skills.

InnovativeSkills

There are various creative methods and techniques available in English language teaching, and teachers must select methodologies and techniques that are both useful and suitable for students to successfully learn the language. The methods that educators use in their study halls are, by all means, optimal, taking into account maximum consideration and taking into account the needs and abilities of the students(Devi). The following are some of the most popular methods and innovation-based methodologies available today:

1. The Bilingual Technique

C.J. Dodson developed the bilingual methodology to improve the overall audio-visual approach. It means that the material is implemented from the beginning, that the students can practice together, and that they are expected to contribute something new with their knowledge. In this language learning strategy, the learners' first language is the most valuable asset. To improve learners' engagement in the target language, this approach focuses on reading and oral work(Belova).

2. The Direct Method

The direct approach is a distinctive methodology that enables students to acquire target language skills by emphasizing instruction in the chosen language. It focuses on developing good oral familiarity and fluency. It generates a lot of excitement among the students and promotes the teaching of oral skills by linking them to coordinated vocabulary development.

3. Language Laboratory

A language lab is a study hall designed specifically for students to practice speaking and tuning skills using recording devices, microphones, receivers, and other communication resources. This is a very useful device that facilitates study hall

participation and communication. The Language Laboratory accomplishes three main goals.

Self-learning: The students travel in a self-directed yet well-organized manner, planning to achieve the educational institutions' objectives.

Complimentary: Learners can acquire data through computerized and work in media and then incorporate it through intuitive exercises in the language lab.

Observing and assessment: Teachers must break down each student's progress and obtain reports on their strengths and weaknesses to more easily change study hall activities. The language lab encourages learners to learn different concepts of language naturally.

4. Clarifying with Models

Clarifying with templates aids learners' comprehension of the concept or theme. The definition must range from simple instructions to sophisticated scenarios. Educators must use templates that are linked to the learners' prior knowledge. They must ask questions to determine whether or not the students have grasped the content.

5. Interpretation Strategy of Language Structure

The language structure interpretation technique is a conventional approach that revolves around jargon interpretation and repetition. This technique promotes language structure and gives recollections a straightforward meaning. Learners are taught the concepts of sentence structure in their native language and given practice with the language learners' requirements. This approach strengthens learners' language abilities and understanding of the original language as a whole.

6. Innovation-based Approaches

Approaches focused on innovation improve how people learn. By predicting visual elements, it can provide learners with a better learning experience. Audio-visual aids, for example. The primary goal of audiovisual aids is to enhance vision and communication. Pictures, slides, videos, films, DVDs, PowerPoints, copying, and working models are all used in an innovative approach to pique learners' interest in language acquisition.

7. Inquiry-based Learning

When educators combine computerized media with increasingly traditional forms of teaching, they encourage students to practice delicate abilities and relational abilities to meet 21st-century international expectations by encouraging students to think broadly and creatively (Tamkeen).

8. Learner Centeredness and Needs

Numerous plans show a strong interest in student-centered methodologies. Consideration of student styles, self-learning, self-assessment, various insights, emotional factors of learning, and so on are all part of this. This plan can be defined in a variety of ways, all of which adhere to student-centered ideologies. Two central concepts in student-centered study hall activities are first, promoting self-learning,

and second, teachers must regard themselves as knowledge facilitators rather than information wellsprings to assist students in finding out how to adapt.

9. Reflective Practice

Instructors engage in reflective activity as they discuss and investigate their teaching. It is such a keen interest in pushing oneself beyond the boundaries of what one knows and does to learn how one can better. Action research will help a teacher become more aware of their beliefs and how they outline, teach, and consider teaching. It includes the educators' dedication, drills, standardized resources, input from students and colleagues, problems and difficulties faced and resolved, perception notes, test results, records and sound tapes, tales and stories, plans, journal notes, and so on. Instructors are encouraged to investigate their teaching methods, characterize their success, and interpret their work intentionally and fundamentally from various perspectives by receiving feedback. Efficient instructors emphasize the significant benefits they derive from using current course books to improve their knowledge, skills, and confidence.

10. Logical Approach.

Effective instructional techniques for English as a second language are urgently needed, as it is the language of today's invention, science, craftsmanship, governmental issues, medicine, and so on. For effective teaching, an efficient and logical methodology is required; otherwise, there will be a lot of chaos. The extreme achievement would not be possible unless the trainer uses well-organized and well-planned strategies.

11. Critical Thinking Approach

The advanced pattern fascinates students by throwing out a problem and encouraging them to solve it. It aims to increase learners' proclivity for evaluation and contemplation. For example, the instructor could present a problem to the students and ask them to find a suitable solution by investigating the available resources for the problem on their own or with the assistance of their peers. Following that, the learning process energizes and inspires them. When it comes to imagining methodological headings in second language education, the future is still uncertain, so there is an ever-increasing demand for educators to represent existing language trends in educational programs at the level of psychological practices, writing, punctuation, phonetics, and imaginative approaches. The Age of the internet envisions an on-line coordinated network that uses computers, mobile phones, email, websites, iPods, and other creative assets to enhance educating and learning in learning environments.

Role of a Modern Teacher

Since they are the primary source of knowledge transfer, English language educators must exercise extreme caution when instructing. For a person to learn the range of words, the ways to convey words must be understandable. The use of words and the transmission of ideas

should be done in a specific way so that the learners can grasp the essence of the language. The instructor must motivate and empower the students, as well as shift the perception that English is difficult to communicate in. It is usually completed by eliciting a great deal of excitement from students and satisfying their hunger for language acquisition(Belova).

Conclusion

In this article's conclusion, we tie together the various themes that have been discussed throughout, beginning with one of the most significant: "the digital divide". While there have been some changes in terms of technology access due to the use of more low-cost mobile solutions, the digital gap continues to influence all aspects of digital learning and will continue to do so for several other periods. Access to technology, like access to education, is not solely a matter of economics, and those who are impacted in one case are frequently impacted by the other. As organizations strive to balance the needs of their learners while still balancing the books in a period of declining budgets, we expect to see blended learning becoming more prevalent. While blended learning has the potential to provide a more personalized, time-sensitive, and differentiated learning experience, it may also be subject to external pressure from EdTech companies, state and government education departments, and other players with non-educational goals, and we must be careful not to sacrifice quality for gain or political opportunism. The optimization problem is unavoidable, for better or worse, and we anticipate seeing more professional development, as well as learning for fun or personal growth, associated with MOOCs and other self-access services, but the extent to which these would affect language proficiency has yet to be determined. Teachers will, without a doubt, continue to play an important role in educating. Teachers, on the other hand, will find working in an increasingly challenging environment unless sufficient training in the use of technology in teaching and learning is provided at the pre-and in-service levels. The use of English as a universal language provides the field of English Language Teaching with a unique opportunity and challenge. From one point of view, the number of people learning English is immense, to the point that this area would become constrained. The variety of learners' characteristics, such as age, goal, place, and culture, as well as the rapid changes that occur on the internet, make English teaching both mystifying and complex. Increased opportunities in English Language Teaching are also a result of the growth and application of knowledge and creativity. Various creative approaches and strategies can be used to develop a learner's insightful and artistic skills. Modern evolving procedures in English language teaching, such as the use of technologies and other ongoing strategies, improve learners' language comprehension and enable them to participate effectively in the erudition progression.

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ENGLISH LANGUAGE TEACHING IN INDIA

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Abstract

English language teaching and learning have become very complex in India. This is mainly because of the issues and debates surrounding the position of English in India. Whatever may be Macaulay's purpose in introducing English in India; it has very intricately and beautifully woven into the lives of Indians. But, Indians, attitude towards the language has been unhelpful all along. English is accepted on the surface level but resisted at the cultural and psychological levels. It is still largely confined to the functional domains. Challenges like ideological and political opposition to English, encouragement of mother tongue-based education, poor infrastructure, non-availability of qualified teachers have made English Language Teaching (ELT) in India a difficult task. In this connection, I discuss the different approaches of English language teaching concerning their principles of psychology, limitation, and the implementation among the learning theories on par with the Indian context.

Keywords: English, teaching, India, methodology etc

Introduction

The British in India declared English as the medium of education for schools and universities in 1835. From then on English flourished as a language of power, esteem, and convenience. This popularity of English continued even after independence. Article 343 of the Indian Constitution besides declaring Hindi as the official language has recommended the use of English for all the official purposes for 15 years. Later Hindi was supposed to replace English. But things were not as expected. English remains the important language of India.

The recommendations of the three-language formula were simplified and approved by the Chief Ministers' conference in 1961. Finally, the Education Commission (1964-66) advocated three language formulas. Education being a state subject, different states have different arrangements for the teaching of English. The introduction of English is made at different levels of primary school in different states. Of late, Andhra Pradesh is introduced from class III. Andhra Pradesh on par with other states introduces

- First language mother tongue/regional language from class I (Telugu, Urdu, Hindi ..etc)
- Second language (Hindi, Sanskrit) from class VI
- Third language (English) from class III

Accordingly, the National Curriculum Framework restated the earlier stand of the Three Language Formula in 1975-76, 1986, 2000, and 2005. All the educationists even now echo and appreciate the Three Language Formula and resolve to implement it. NCFTE (2010) also asserts the enhancement of the language proficiency of the teacher. It opines that the existing teacher programs do not recognize the centrality of language in the curriculum. Hence it recommends the appropriate and context-specific use of language in teaching and learning activities.

In the present scientific and technological world, the significance of English is increasing widely. All the research and updated knowledge is centered around us and is in English. The Secondary Education Commission (1964-66) has therefore exclaimed English as a 'Library Language', 'Link Language' and a 'Window on the World'. But the need for using English in a socio-cultural context is missing in India; students often find it impossible to practice their English language skills. The average Indian students are very low at reading and understanding spoke English by native speakers. National Knowledge Commission (NKC) (2007) believes that the time has come for us to teach our people, ordinary people, English as a language in schools.

The position of English is quite encouraging in India. According to a BBC report (2012) today 'There are more English speakers in India than anywhere else in the world'. India now claims to be the world's second-largest English-speaking country, the most reliable estimate is around 10% of its population or 125 million people, second only to the US and expected to quadruple in the next decade. The percentage of schools teaching English as a first language doubled between 1993 and 2002 from 5% to 10% in primary schools and 7% to 13% in upper primary schools. By 2002 more than a quarter of all secondary schools were offering English as a medium of instruction. Paradoxically, proficiency in the language is yet to be gained by the majority of Indians.

Challenges in teaching English in India

Languages spoken by the remaining 2.31% of the population belong to the Austroasiatic, Sino-Tibetan, Tai, Kadai, and a few minor language families. In Indian Constitution, 121 languages are presented in two parts. Languages included in the eighth schedule to the constitution of India (scheduled Languages) comprising of 22 languages. Languages do not include in the eighth schedule (Non-Scheduled Languages) comprising of 99 languages.

Let us look at some of the problems of teaching English in India.

1. Vague objectives

Most of our syllabuses fail to specific objectives.

2. Lack of relevance to learner needs

Learners need English in a variety of contexts both during their course of study in schools and colleges and later when they enter the job market. They should also learn to write laboratory reports. After graduation, most learners have to face interviews for which they are unprepared as they have had no training in aural-oral skills. Learners prefer to absent themselves from English classes since they do not find relevant to their needs.

3. Lack of co-ordination in curriculum

Most teachers explain the texts. Learners remain passive listeners; in other words, they are merely non-participating spectators. They do not develop any of the four skills: listening, speaking, reading, or writing. The final examination, however, requires them to demonstrate their competencies through writing. Since what happens in the classroom fails to prepare them adequately for the examination, they are forced to turn to 'bazaar' guides which provide them an easy short-cut to pass the examination.

4. Mixed- ability groups

Every English teacher faces a wide spectrum of abilities among learners; some are from well-educated families whereas others are first-generation learners. As the same syllabus is prescribed for all, some find it very easy whereas others are unable to cope with it.

5. Large classes

With organizations like the National Literacy Mission, people have realized the value of education, but the available infrastructure is inadequate to meet the rising demand and consequently, the classes are always overcrowded.

6. Inadequate training for teachers

On one hand, facilities for teacher training are inadequate. On the other hand, teachers are reluctant to attend in-service training programs.

7. Teacher –centered learning

Any learning situation is fruitful when it is interactive. But in the Indian traditional classroom, the teacher is an active participant in the process of teaching and learning and the learners are merely observers without participating in the teaching-learning process. The learners play a meager role in these approaches. The lecture method, Lecture- demonstration method are a few methods in teacher-centered approaches.

8. Adopted Approaches

The principles of English language teaching are extracted from behavioral sciences. The outcomes of these theories are implemented in English language teaching. But these principles could not cater to the needs of the learners as Indian classrooms are crowded and learners are under the great influence of multilingual and cultural systems. The nature of the mother tongue of the learners could not flexibly allow these approaches.

Now, let us look into different approaches involved in teaching the English language

Constructivist Approach

Constructivists believe that learning takes place in a relaxed atmosphere where the learners need to learn on their own. They are the precursors of CLT. The major proponent of this approach is Jean Piaget. He was a psychologist and believed that learning occurs when the learners engage themselves in a process of meaning making 'by actively getting involved in the learning process. Piaget and other scholars who believed in constructivism advocate that knowledge builds on the existing knowledge. The existing knowledge is called 'schema' and this needs to be exploited to provide or construct new knowledge. This idea gels with the idea of moving from known to the new which has been an accepted truth in all fields of teaching.

For principles that govern constructivist teaching are as follows

- Learners are active participants in the process of learning.
- The learning environment is open and information can come from any source (including the learner)
- All work in the class needs to be interactive and learned-centered.
- The teacher becomes a facilitator and helps learners to become responsible and independent.

Constructive teaching has been used successfully both with young and adult learners. Project work and problem-solving activities are some of the examples of this type of teaching.

Non- Constructivist Approach

It can be largely grouped as the traditional approaches that made their appearance before the advent of CLT. These are teacher-centered and consider learner as a recipient knowledge.

Eclecticism

The eclectic approach seems to be the oldest for this was practiced by teachers teaching Latin to Greek children as early as the first century before Christ. It does not subscribe to any single philosophy or belief. It takes into its fold a comprehensive view of teaching-learning processes. The teacher assesses the learners for their strengths and weaknesses, as well as makes a list of their needs. This helps the teacher take a decision on what to teach and how to teach. In taking this decision a teacher may draw on several sources at his disposal. The teacher chooses the best materials and the best techniques that are suitable for his/her class on

a particular day. The choices may vary every day, and this variation may be justified based on the needs of the learners, the difficulty of the topic being taught, resources available for the day, etc. Thus the eclectic approach is a healthy mix of various approaches, methods, and techniques that are functional in a given situation.

Conclusion

In my opinion, that there is no single method that is either the best or the worst. All methods have their strengths and weaknesses. But the curriculum designed by the experts consists of all the skills in which any one of the skills could not teach separately. Hence an English teacher should be able to use the combination of different methods and approaches related to the situation with a humanistic touch to meet the requirements of the learners.

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MOBILE-ASSISTED LANGUAGE LEARNING (MALL) – ITS EFFECTIVENESS IN ELT IN COVID – 19 SCENARIO

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Abstract

With the advancement of educational technology in teaching and learning a foreign language especially English, Mobile assisted language learning (MALL) has come to a new level during Covid – 19 and post Covid – 19 situations. The advanced mobiles can provide many learning tasks and many learning applications to the students to better their linguistic competencies. They can help both the students and teachers because of their special properties. Supported by behaviouristic theory in language learning and learner-centred pedagogy, the mobile technology has come as a possible substitute for classroom conditions and structured procedures. MALL programs employ a communicative methodology. It involves the learner in a more meaningful interaction than merely in manipulating language structures. So this paper outlines the effectiveness of Mobile Assisted Language Learning (MALL) in teaching and learning English in our context. It also presents the various advantages and disadvantages of MALL in teaching and learning English in pre, during and post covid – 19 scenarios.

Key Words: MALL, Communicative Methodology, Linguistic Competencies, MOOCs, Online classes, online evaluation, online apps

Introduction:

Language is a unique feature of human beings. Learning a mother tongue seems natural and unconscious but learning a second language especially a foreign language like English seems to be difficult. As part of the research, many attempts have been tried to find out possible ways to learn a second language in a natural way in the world. The inclusion of technology in the teaching and learning process makes the way very clear for second language learners. The advancement of technological tools such as mobiles, computers, iPods, tablet pieces, etc brings a drastic change in the methodology, pedagogy, and the teaching cum learning process of second language acquisition.

MALL (Mobile Assisted Language Learning) – History and Definitions:

The research done by Twarog and Pereszlenyi Pinter during the 1980s gave way to the inclusion of technological tools in language learning. They used telephones to provide distant language learners with feedback and assistance (Twarog and Pereszlenyi Pinter, 1988). Since then many efforts have been given to include technological tools in the process of teaching and learning English in the world. As a result, CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning) came into existence. MALL is an extension of

CALL but we can find noteworthy distinctions between both of them. One of them is that MALL offers its users more mobility and autonomy as the mobile devices are easy to handle and carry than computers. Over time MALL has evolved as a field with an increasing number of articles showing various issues resolved in the usage of mobile devices in language learning.

Traxler (2005) opines that M-learning is the educational process that is dependent on the use of modern technologies that are handheld and portable. Kukulska-Hulme & Shield (2008) define MALL as formal or informal learning mediated via handheld devices that are potentially available for use anytime, anywhere. Valarmathi (2011) stated that MALL describes an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. MALL is a subset of both Mobile Learning (m-learning) and Computer-assisted language learning (CALL):

- a. Cell (mobile) phones and smartphones (including the iPhone or iPad.)
- b. MP3 or MP4 players (e.g. iPods)
- c. Personal Digital Assistants (PDAs) (e.g. Palm Pilot, Blackberry, etc)

Miangah & Nezarat (2012) think that the MALL is usually concerned with the employment of smart phones in academic learning.

Effective Use of MALL during Covid – 19:

In 2020, most of the countries in the world faced a global crisis, COVID – 19, which devastated the common life on the earth. The complete lockdown was imposed in all the countries to control the spread of the virus. Educational institutions from LKG to PG, universities, and different institutes of national and international importance were closed. Students were not allowed to go out of their houses. The normal way of life was disturbed. During this time, our central government encourages the state governments to educate the students online using technological tools. There comes the usage of MALL as a great help to the teachers to engage the students online.

During lockdown time, the governments and the educational institutions engaged the students who were at home through online tools. In one sense the covid 19 brought a change among the teachers and the learners in the usage of technological tools for the benefit of the students. Many schools, colleges, and universities conducted online classes through online apps such as zoom app, cisco Webex app, etc. The students having mobile devices felt happy to be engaged online. Online tests were conducted and online evaluation was taken up using online tools such as google classroom app, moodle, Edmodo, etc. Many teachers were trained online. Many webinars, workshops, conferences, and training were conducted online using mobile technology. At present across the country, the same tempo is being maintained in the usage of technological tools to enrich the linguistic skills of the learners.

Mobile-Assisted Language Learning (MALL) – Advantages:

The advanced mobiles can provide many learning tasks and many learning applications to the students to better their linguistic competencies. They can help both the students and teachers because of their special properties. Supported by behaviouristic theory in language learning and learner-centered pedagogy, mobile technology has come as a possible substitute for classroom conditions and structured procedures. MALL programs employ a communicative methodology. It involves the learner in a more meaningful interaction than merely in manipulating language structures.

Kloper, Squire, and Jenkins (2002) discussed five unique educational attributes of mobile devices which could reflect the use of Mobile-assisted Language learning (MALL) which are;

- 1) Portability: the mobile devices allow movability
- 2) Social interactivity: mobile devices facilitate and enhance the communication between users
- 3) Context sensitivity: the mobile devices provide real data in learners' location, environment, and time
- 4) Connectivity: the devices can be connected or a shared network
- 5) Individuality: the devices allow individual learning

The main advantageous feature of MALL is its portability. It can be used inside or outside classrooms for improving the linguistic competence of the learners.

MALL programs offer the learners a variety of learning conditions and problem-solving techniques through drills, games, etc. They give scope to the learners to learn the language on their own at their speed. They also provide quick feedback for error identification and self-correction. They provide unlimited activities with considerable potential for varying learning situations. The mobile devices can be connected to a video for visual input or to a recorder for listening comprehension. They offer the learners some sort of computer literacy which is becoming essential in modern society. They can provide many varieties of activities to develop the students' grammatical competencies.

Mobile-Assisted Language Learning (MALL) – Disadvantages:

Although the uses of educational technology in teaching and learning English have very positive and productive effects on the achievement of second and foreign language learners, there remain some disadvantages. The main drawback of MALL programs is that they can hardly develop the students' communicative competencies as they cannot replace the real classroom interaction that takes place between a student and her peer group or her teacher. Mobile devices are not suitable for all activities that will be happened in the classroom. As the students work with mobile devices alone, they don't get any scope for communication which is the crucial aim of any language learning. The spoken language is completely neglected as these programs deal mainly with reading and writing and to a certain extent with listening. These

programs are developed based on the writer's imagination of what would take place while communicating rather than on what people say in real-life situations. They take a lot of time to be developed and are very expensive. It is more tiring to read from the screen than from a printed text.

Conclusion:

No other gadget than mobile devices provides the learner with innumerable and valuable learning situations. So we should not forget the enormous help the mobile devices can offer to the teachers and the students. After we have discussed the pros and cons of the usage of mobile technology in the area of teaching and learning second and foreign languages, we feel it necessary to apply the tools of technology in our teaching and learning English language and get the benefits.

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ASSESSING AUTHENTIC LANGUAGE USE: THE ESL CONTEXT

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Abstract

English as a Second Language (ESL) learners is multilingual when they start learning English in India. Teaching English to them is always a challenge for a teacher. The majority of the assessment measures on language proficiency receive lower scores on content area assessments administered in English than they take the same test in a language in which they are proficient. Students perform their level best in language tests if the feedback from the assessment is intelligible to them. They influence their performance on a language skills measure. Well – designed test is more motivated to engage students actively participate. Effective authentic use of English language skills cements the gap between the curriculum, the global demands in general, and the MNCs in particular. This paper explores the significant authentic language assessment approaches and the challenges of students' performance and their needed language skills' expectation.

Keywords: Reliability, validity, ESL assessment, logistical issues, portfolio

Assessing Authentic Language Use: The ESL Context

English as a Second Language Learning (ESL)

English is the most preferred language after mother tongue in India. It is very difficult to think of success in any career without adequate proficiency in English. The target language is spoken in the community where individuals are learning it as a second language or an L2 context. There may be some opportunity to use community resources as part of the assessment process: giving learners a questionnaire and activities: sending them out to hotels to interview tourists. The majority of ESL learners are already multilingual when they learn English. The language background of such learners influences their performance on a language measure, especially if they are learning English as a second language. This needs to be considered when creating language tests.

Students' Learning Approach

The L2 students should have a positive approach to learning the language. They actively look out the opportunities for using the target language in a meaningful situation. Studies on the second language (L2) learners revealed on the assumption: what are they do with classroom input (Gass, 1997), that there is rarely a one-to-one correspondence between

what is taught to the students and what they are learned in the language classroom. They learn it only partially or even incorrectly. Sometimes they learn incorrectly because they pay inadequate attention or do not have the proper basis for understanding the material due to some reasons: irregular class attendance, spotty performance on homework, and inadequate or no exposure to the language out of class. Littlewood (1984) has stated the following language learning environment of L2 learners:

- Language is generally spoken very slowly
- Short utterances
- More grammatical
- Broken and complex sentences
- Less variety of tenses
- The range of vocabulary use is more limited
- More repetition
- Speech is closely related to the progressive form of sentences

Authentic Language Use

Tests are the instruments or tools used to measure the abilities or performance of the students. They are activities designed for them to exhibit their performance usually within a given period. H.G. Widdowson (1978) has stated that 'use' is an aspect of performance that the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication. The authenticity deals only that the 'real' language use should be counted when assessing language ability. According to Spolsky (1985), language testing does not assess authentic language behavior. Instead, respondents need to learn special exam rules and they are asked to respond unnaturally, namely to answer questions asked by someone who doesn't want to know the answers because he already knows them. According to this view, spoken language is not assessed to make genuine conversation. It is to find out information about candidates to classify, reward, or spot their errors in their language use.

Language Use Strategies

Learners use a variety of procedures for performing language tasks. Their processor skills are relatively 'automatic' and are beyond their conscious control. However, learners do exert a significant level of active control over certain language processes through the use of strategies. These language use strategies are subject to conscious control, are more intentional, and are used to act upon the processes (Cohen, Fall 2007). Language use strategies can include the ability to paraphrase when the precise word is not known. Learners may also use strategies for avoiding forms or rules that they do not have complete mastery over. It may be that some of these strategies are used more frequently and more effectively by more successful learners. Learners differ in their choices of strategies and differ dramatically in the ways that they use the strategies and in the success that they have with them.

Authenticity in Testing

Language testing is an essential part of the language teaching and learning process. The language skills that are assessed: listening and reading (receptive skills) and speaking and writing (productive skills). Nonverbal skills can be both receptive (interpreting someone else's gestures) and productive (making one's gestures). Authentic assessment can be either short or long-term assignments. According to Lawrence Rudner, authentic assessment requires the students to be active participants in learning and to demonstrate knowledge and skills. The following communicative activities are examples of authentic assessment that could be used in ESL classrooms.

Authentic Assessment Examples

- Conducting research and writing a report
- Character analysis
- Student debates (individual or group)
- Drawing and writing about a story or chapter
- Experiments: trial and error learning
- Journal entries (reflective writing)
- Self-assessment
- Peer assessment
- Presentations
- Projects
- Portfolios
- Student journal writing
- Discussion groups
- Conferencing

Multiple Measures

Assessing a student's ability ineffective communicate in English is an important and necessary aspect of student success. Multiple measures incorporate two or more criteria for assessment.

- Questions on an assessment measure as an item.
- A sizable task (doing a dictation, writing a summary of an article or an essay) would be referred to as a procedure.
- An objective is the explicit intent of an item or procedure such as reading for comprehension or listening to a dialog and then producing a word or writing a phrase.
- A point is any feature or form that a given item elicits.

- The stem of an item is the initial part, either a partial sentence to be completed, a question, or several statements leading to a question or an incomplete phrase.
- A distracter is an alternate-response choice that is intended to attract students who do not know the right answer (rather than to mislead students who do know the right answer).

Bachman (1991) identifies three qualities that have been used about authenticity in testing.

1. Language tests are measuring language ability indirectly.
2. Language tests assess language use similar to that in real life.
3. Language tests as authentic based on face validity.
4. It may be considered authentic based on whether they appear to teachers, students, and parents to be valid and useful measures of ability.

Authenticity is seen to comprise

- a) The relationship between test method characteristics and features of a specific language use situation, and
- b) The degree to which the test method invokes the test taker's language ability.

The options of the topic would increase the authenticity of a test for specialists in engineering or other fields. But as Bachman (1991) pointed out, test takers and test developers may have different perceptions about the relevance of a test task to a target-language use situation. Thus, the fit between the test method and language use situation needs to be assessed from different perspectives. Also, test developers need to specify the extent to which the specific test task involves the test taker's language ability. Bachman suggests that this form of authenticity can be increased by adjusting the difficulty of the task. For example, the authenticity of writing tasks could be improved by doing the following:

1. Allow a choice of topics and make sure the topics are interesting so that there is a purpose for writing.
2. Prompt planning is part of the task and perhaps requires outlining.
3. Encourage the test takers to go back and revise their writing.
4. Provide fully explicit information in the prompts about the criteria for grading.

Finally, teachers need to be mindful as to what is fair to the test takers.

Role of feedback in ESL Context

Language learners are continuously formulating and reformulating hypotheses about the way language works. Thus, they can benefit from feedback about which of their hunches and generalizations are correct and which are incorrect (Gass, 1997; Gass & Selinker, 2001). But does corrective feedback on a language measure have any effect? Assessment can provide an opportunity for learners to discover what they know and do not know, but only if the feedback from the assessment is intelligible to them.

Krashen (1982) noted that feedback would probably have limited or no effect if

1. The learners do not have adequate knowledge of the area being corrected to benefit from the correction;
2. The learners do not have adequate proficiency to understand the teacher's explanation of what they did wrong (if the teacher writes an explanation onto the quiz/test or explains the item in a student-teacher conference);
3. The learners have too little knowledge about how the language works to know what question to ask to get clarification.

It is important to bear these points in mind when providing ESL learners with feedback.

The Benefits of Well-designed Tests for Learners

Well-designed tests have the following number of benefits for learners:

Involve Learners in Course Material

A primary benefit of a well-designed test is that it involves learners meaningfully in the course material. For this to happen, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be clear to the students. If students think a quiz or a test is relevant to their needs in the course, they are probably going to be more motivated to engage actively with the quiz or test.

Enable Learners to Review Key Material

Preparing for a test can be beneficial for students because they review material covered in the course. For example, before taking a test, learners may choose to organize and review their class notes. In doing so, students may impose some logical order, for example, by organizing vocabulary according to word classes (nouns, adjectives, adverbs, etc.) or semantic categories (concrete subjects like 'sports' or abstract notions like 'how I feel').

Provide Learners with Feedback

Another benefit of regular assessment is that learners get feedback on their language performance at various stages in the learning process. Students can find out about their strengths and weaknesses, and about where they could benefit from further learning or review. There are also several benefits of using a well-designed test for teachers:

Clarify the Instructional Objectives

Designing and constructing a language test can help teachers to clarify instructional goals:

- Subject matter objectives: the balance between a focus on form (grammar and pronunciation) and communicative skills such as speech functions (greetings and leave-taking, requests, apologies).
- The skills being emphasized: productive and receptive.
- The desired level of achievement that the class as a whole and students individually are expected to attain.

Reflexion on Teacher Expectations and Student Performance

The information gathered from a test can provide teachers with insights into how well students are doing with the material, how well the teacher put across the material, and how well the test itself was written. Such feedback to the teacher can suggest areas for instruction, review, or for improving future assessment. If time permits after a test or quiz, a teacher can work with students to find out why they responded to items on the test or quiz as they did. This can tell the instructor something about the strategies students used to arrive at their answers or why students thought an answer for a given test or quiz item was correct but others were not.

The Challenges of Ongoing/Formative Assessment

Two terms often mentioned in connection with assessment are reliability and validity. Reliability refers to the ability of a language measure to yield consistent results when administered repeatedly. Validity refers to whether an assessment instrument measures what it claims to measure.

A challenge with ongoing assessment is to assure an inexpensive level of reliability and validity of the measures. For instance, portfolios can be used to deal with continuing samples of speaking or writing. However, Brown and Hudson (1998) have pointed to potential problems with them: design decision issues (grading criteria), logistical issues (training of teachers), interpretation issues (standards for grading, training in grading, reporting results), and issues of reliability and validity as well.

Especially mixing different types of assessment (for example, using portfolios and tests) is crucial for the reliability of the measures that learners fully understand what is expected from them, so that they have had the opportunity to prepare. The ongoing assessment has a good deal of intuitive appeal and it certainly has an effective role in the classroom. However, it may ultimately be impractical to implement more than a few of the possible types

of ongoing assessment due to the constraints of time, class size, syllabus, and school administration (Carbery, 1999).

Conclusion

Authentic language assessment can provide a valuable feedback mechanism for both teachers and learners. Various forms of ongoing assessment can check the relationship between what is taught and what is learned. Long-term, patient, and sympathetic observation of authentic language behavior is the only solution to the problem of conducting authentic or natural language assessment.

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DEVELOPING READING SKILLS USING WEB APPLICATIONS: A STUDY ON ENGINEERING STUDENTS

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Abstract

Focus on reading skills is essential at the level of higher education. In reality, teachers of English in engineering colleges often concentrate more on productive skills like speaking and writing neglecting receptive skills like listening and reading. Moreover, it is observed that the prescribed materials like textbook and other supplementary readers which are meant for developing reading skills are hardly creating interest among the students. Hence, there is a call for some alternative resources to fill the gap. In this context, the present paper discusses the use of web applications like VOCAB 24, Scribd, and Kindle, etc. to develop reading skills among the students of engineering during and after classes. The teaching and learning process underwent drastic changes due to the development and availability of various technological tools. Hence, a shift from conventional learning to modern learning is the need of the hour.

Keywords: Productive skills, receptive skills, reading skills, web applications.

Introduction:

The teaching and learning process underwent drastic changes due to the development and availability of various technological tools. Hence, a shift from conventional learning to modern learning is the need of the hour. Rapid improvements in information and communication technology allowed several tools for improving the classroom experience for both teachers and students. Therefore, teaching English in general teaching reading skills in particular by using web applications is a potentially novel method to engage students and teachers in meaningful activities. By keeping this in mind this research proposed a learning environment supported by well-known web applications to teach reading skills.

According to Murray, Yang, and Allen (2002), the overall adoption of educational technology within academic environments is driving literacy instruction beyond the traditional oral and print-based medium toward online, electronic, and multimedia texts. The inclusion of computers within learning processes is dramatically creating new opportunities for students to embrace writing and collaboration as a means for self-expression.

Levine, Ferenz, and Reves (2000) indicated that using web-based learning for developing students' reading comprehension is widely accepted. Web-based learning varies from the conventional classroom. In the conventional classroom teacher's activities often top students' participation. The teacher in general is authoritative and makes use of class time and focuses almost all students' attention on the textbook. In contrast, web-based activities insist a large amount of student activity, and the teachers just instruct students, present feedback to them, and help them to find suitable solutions

to the problems. Thus, reading comprehension on the web gives students more chances to be more autonomous. Yanguas (2009) opined that the availability of many electronic resources provides numerous opportunities for making texts more understandable to students.

Reading as an Important Skill for Engineering Students

Reading, in general, is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. The skill of reading has generally been described as extracting information from a text. In short, reading is the best and only way of enabling humans to absorb the new experience and replace old views.

In the context of teaching language skills for engineering students reading as a skill has its importance. Therefore, reading is emphasized in the language curriculum for engineering students. Close observation of any textbook, supplementary materials that are prescribed for engineering students recognizes the importance of reading skills. Apart from academics, the students of engineering would also appear for different national and international competitive entrance examinations. The students who would like to appear for GRE, TOEFL, IELTS, CAT, GMAT, Banking exam, RRB exam would require adequate reading skills.

Reading Materials for the English Teachers

Research shows that learners struggle with reading materials for various reasons, such as lack of engagement, weak decoding and fluency skills, inadequate vocabulary and background knowledge, and /or ineffective strategies. Hence, teaching techniques play a vital role in delivering a subject. Especially, teaching reading skills in English at the engineering level needs a lot of innovative materials. Sometimes, the teachers of English may feel difficulty and handicapped to use textbooks to teach reading skills. In such cases, web applications can become handy for the teachers of English. Perhaps, a few principles need to be followed when implementing technology in the class, such as knowing students and their technical literacy, choosing purposeful and contextualized materials, in this context present research analyses the use of web applications in developing reading skills of engineering students. As Cunningsworth said,

"Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner makeup such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity."

Therefore, in developing language skills the use of authentic materials would create a lot of interest; facilitate easy and better learning for the learners. This study aims to suggest some online web applications to be used in teaching reading skills with the help of authentic e-newspapers, magazines, and storybooks, during and after the class.

The Role of WEB Applications in developing reading skills

The basic reason of selecting web applications as the tool is very pragmatic, as web applications cover an array of information and knowledge and that too within the reach of our students 'wallet'. These applications are regarded as one of the most reliable, easily available, and affordable, and effective sources of sharing information and knowledge. These applications offer a wide range of knowledge and in-depth analysis of incidents and events in the form of e-newspapers, documents, magazines, articles, quizzes, and novels, etc. India is a country of great diversity and here we have various sets of religions and languages. We have a large pool of International/National Regional/Local newspapers. It is observed that students who read newspapers on a regular are more proficient and aware of the happenings that occur near or far away world. It helps them to gather information in varied subjects like politics, economics, social, business issues, sports, and entertainment, etc. If proposed web applications are used in a more inspiring way, it can help students to develop not only reading skills but also writing, grammar, vocabulary, and speaking skills.

In brief, the students can be benefited in many ways by introducing authentic materials like e-newspapers and magazines as an instrument to develop reading comprehension skills in an English classroom teaching context. An application like VOCAB24, Scribd, Kindle, etc, consists of many features to create interest among engineering students.

Methodology

This section is designed to display the methods used to collect the data.

Statement of problem:

As a language teacher for 16 years, the researcher observed that most of the engineering students/teachers are not showing interest in reading skills. Introducing web applications in regular classroom teaching has a little more positive effect on students reading performance.

Objectives of the study:

1. To suggest appropriate web applications to develop students interest in reading
2. To encourage students to use these applications outside of the classroom.

Questions of the study:

1. How can students proficiency in reading skills be promoted
2. To what extent, does the web application enhance students reading skills?

Hypothesis:

1. Introducing web applications can improve reading skills.
2. Reading e- newspapers/magazines/novels improve student's Vocabulary/spelling and general knowledge.

The methodology of the study:

Two tools were adopted; interviews and two questionnaires were prepared and administered at various stages of this study. At the beginning of the study, an interview and one questionnaire were administered among 21 female and 39 male first-year engineering, Cybersecurity students to find out the opinions of the learners in reading comprehension and the knowledge of web tools. The second questionnaire was conducted at the end of the study to understand the significance of web applications in developing reading skills.

Participants

The study sample consisted of 21 female and 39 male students studying first-year engineering at Vignana Bharathi Institute of Technology at Telangana. All the students have smartphones they use several web applications for daily communication. All the learners have lower intermediate level knowledge of the English language in terms of Listening, Speaking, Reading, and Writing. They belong to the Cyber Security course. All students are experienced in using mobile social networks. This indicates that they are familiar with e-learning and their views, to some extent are reliable.

Questionnaire

The students' first questionnaire comprises three sections A, B, and C. Section A seeks general information about the learners like name, gender, age, and contact details. Section B seeks information about the learners' language background and their perception of the web applications in language learning. Section C seeks information about the role of web applications in developing reading skills in English both inside and outside of the class.

The students' second questionnaire comprises three sections A, B, and C. Section A seeks general information about the learners like name, gender, age, and contact details. Section B seeks information about the learners' experience in using web applications during and after the class. Section C seeks information about the benefits/challenges they faced while using web applications in developing reading skills in English both inside and outside of the class.

Interviews

This study used interviews as a technique for collecting data. Silverman says that “one of the strengths of qualitative research is its ability to access directly what happens in the world.”⁶ In this study, interviews enabled us to examine the perspectives, views of the subjects on web-based learning.

The study

This study adopted various web applications like VOCAB 24 during the class, Scribd, and Kindle for outside of the class to develop the reading skills of engineering students. The following are the web applications used in this study.

Scribd: The world's largest digital library. It is an American e-book and audiobook subscription service it includes 60 million titles and it offers access to books, audiobooks, magazines articles, documents, and more. It is available on Android and IOS as well as the kindle fire and personal computers.

Kindle: Kindle is an e-reader by amazon.com, 1.5 million e-books are available.

VOCAB 24 is one of the famous web applications for improving vocabulary. This app consists of the topmost newspaper editorials and articles. This app is very useful for all the competitive and eligibility tests like GRE, IELTS, and CAT, etc. It helps to improve vocabulary on daily basis, it masters oneself with daily quizzes and also it helps to analyses oneself with all Indian rank, and it also helps to improve grammar, comprehension, idioms and phrases, phrasal verbs, root words one-word substitutes, suffixes and prefixes.

Data analysis

By using the interviews and questionnaires, it is understood that a number of factors played a major role in limiting students' interest in reading activities, which would enable them to build a firm foundation for reading. Through the interview method, it was found that various factors played a role in discouraging students' interest in reading. These include an insufficient amount of reading materials in the text, lack of time, inappropriate reading material. Through questionnaires, students clarified that the reading skills were developed and improved after they were exposed to web-based learning. Most of the students agree on the fact that searching for more information concerning a specific topic or different subjects engages them in working with enthusiasm by new technologies. On the other hand, using web applications gave them new possibilities to have access to knowledge in a different way. Few students mentioned the bandwidth and network issues. Some students experienced difficulties in understanding The Hindu editorial and expressed that the quiz demanded more time and the most difficult part was idiomatic expressions.

Conclusion:

Language teaching classroom facilitates a platform for innovation and creativity. Apart from teaching from a textbook, a teacher can introduce a lot of material that would bring some value to the teaching and learning process. In this context, a teacher has the freedom to select relevant materials that can help in improving the language and the life skills of the learners. Introducing web applications in the form of e-newspapers and magazines is a similar effort to develop reading skills among engineering students. Thus, for improving reading skills, web applications should be used supplementary to the textbook in accordance with the students' level of knowledge and they should be helped by their teachers to overcome difficulties they encounter. With reference to the results mentioned above, it was concluded that the study provided evidence regarding the impact of web applications on improving reading skills. For further research, researchers can explore the use of web-based applications in developing other language skills such as writing and listening.

Limitations of the study

- This study is restricted to only engineering students.
- The researcher collected data from one private engineering college.
- The students of the study were chosen from I-year B.Tech. The study did not involve II III and IV-year B. Tech.
- The sample groups in the study were between 17 and 19. The observation may be different from another age group of learners.

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A SOCIOLINGUISTIC ANALYSIS OF LANGUAGE USE AND ATTITUDES OF CODE-MIXING AND CODE-SWITCHING AMONG THE STUDENTS OF ACHARYA NAGARJUNA UNIVERSITY IN ANDHRA PRADESH

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Abstract

This study aims to investigate the different phenomena of language alternation among the students of Acharya Nagarjuna University students. It presents a sociolinguistic description of language contact devices such as code-mixing and code-switching, in the bi/ multilingual, multicultural, and bi/multi-vocal students in Acharya Nagarjuna University. By examining the aspects of language use, an attempt has been made to understand the attitude of speakers toward code/language mixing and code-switching. The study is confined to Acharya Nagarjuna University, which is one of the major universities in Andhra Pradesh, where Telugu is the major language that is spoken by a majority of the people. The study concludes that speakers in ANU not only speak Telugu and English but also a code-switched and code-mixed variety that contains linguistic features of both Telugu and English in their regular life.

Keywords: language alternation, borrowing, bilingualism, code-swishing, and code-mixing.

Introduction

According to Bloomfield (1991), Bilingualism is related to CS/CM between two different languages. During the Indian people conversation, in particular, with English spoken community, many CS/CM events are observed. "Code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation" (<http://en.wikipedia.org/wiki/Code-switching>). On the other hand, Wardhaugh (1992), Alams' (2006) mentioned that CM is the deliberate mixing of two languages without change of its essence. Therefore, CS is done by speakers where they alternate with the other language under appropriate motivations. Whereas, CM is done by the speaker where only a single word or clause or mix the words to make it more interesting without changing the essence in the sentence or clause. CS/CM is a phenomenon, which is prevalent in society. Due to the influence of other or foreign languages especially English, people speak in bilingualism. Moreover, people feel they are better in position in society if they speak English. Besides, conversations to make more interesting, native speakers tend to use English very frequently.

In a multi-lingual country like India, CS/CM is ubiquitous. However, an attempt has been made through this study to understand the principles of Code-switching and measure the impact of this linguistic phenomenon. In informal conversations in their day-to-day life on campus, the mixing and switching are from vice-versa Telugu to English, English to Telugu. As Code-mixing demands, certain words or phrases from another language are inserted in the conversation.

While it is true that Telugu is the third largest spoken language in India, language change through language contact is an inevitable process. In modern society, many people knowingly and automatically mix different languages during their conversations. To communicate, even often speakers switch from one language to another and mix words of different languages. In sociolinguistics, this tendency of CS/CM has become the study of interest. It needs to be highlighted that, it is imperative to be aware of what extent the common people; especially the students are consciously using this hybrid language. Therefore, the researcher also charted the presence of CS/CM among the university students of the ANU Guntur region of Andhra Pradesh. The study sought to record the various instances where Code-mixing and Code-switching occurred among the students to understand its social implications.

English has been the primary language of higher education and judiciary, and in many parts of the country, it is the medium of instruction at primary and secondary levels of education almost all over the country. It is extensively used in government administration and many other fields of Indian life for over 73 years. English was a language associated with liberal thinking. Even after the end of the British rule in India, the English language maintained its power over local languages. “The popularity of English in these societies is greater than it has ever been” (Kachru, 1983:542).

Likely, higher learning institutions in India have decreed the language of content subject classrooms to English, which is the more significant of the second language in this large country. The motivation behind the moving towards using a second language in teaching, or content. These things improve the language of local and foreign students who are attending and learning at Universities in India.

Code-switching and mixing can be considered as a natural product of bilinguals' interaction in two or more languages in bi/multilingual and bi/multicultural communities. This investigation tries to examine the attitudes of language use and calibrate whether the students at ANU code-switch/mix to English or not, and what the reasons they code-switch/mix to English in daily communication.

Review of Literature

Different types of researches, language experts across the globe have investigated in their experiments the causes, functions, characteristics, and effects of code-switching and code-mixing. Such investigations on the language contact that results in lexical borrowings and a mixture of English. (Bokama, 1989; Hymes, 1962; Kachru, 1989; Gumperz, 1982; Kamwangamalu, 1989; Ayeo moni, M.O, 2006; N.C. Krinamai (2010b); Nuna. Bhushan (2010);) Hence this present work focuses on linguistics attitudes at mixing and switch in students by Acharya Nagarjuna University Andhra Pradesh in general Guntur city in specific, concerning students.

Scope and Methodology:

The present study aims at sociolinguistics description of language contact devices such as code-mixing and code-switching. By examining the aspects of language use, an attempt will be made to understand the attitudes of university students towards language mixing or code-switching. The researcher will use a questionnaire followed by natural speech samples from their informal conversations reflecting the changes in the language usage.

The study combined both qualitative and quantitative research approaches effectively to obtain accurate outcomes and sufficient information from the respondents. The researcher has investigated the phenomenon of language alternation exhibited by students based on discourse data of bilingual ANU students from informal spontaneous speech, natural conversations, and other secondary sources.

The study was conducted at Acharya Nagarjuna University. The participants of the study were 60 students. The students were studying in different departments. The respondents were in the age range of 21 to 34 years with adequate language skills. Among the respondents, 30 of them are males and 30 are females. All these students were doing their post-graduation. All the informants studied through English medium up to higher secondary schooling. Telugu is the mother tongue of all the students. In selecting the subjects, a random sampling method is followed.

The questionnaire was used to collect the data for this study. The data obtained from questionnaires administered to a sample of 60 students, were tabulated and cross-tabulated according to the variables. The researcher also gathered information from participants through the questionnaire regarding the family background, the individual's attitude towards language use and about the socio-cultural situation in ANU, and their choice of code.

Statistical treatment:

Analysis of the questionnaire data: After receiving the filled-in questionnaires, the data were organized according to the requirement of the analysis. The data was encoded and quantified for statistical purposes. The data was tabulated and cross-tabulated according to the variables. For all the variables the mean and the standard deviations were computed. Depending upon the number of alternative answers to choose for a given question as a two-pointed, three-pointed, and four-pointed, a measuring scale was used by assigning values ranging from 0 to 4. The average of the values given in the scale was taken for comparison with the following computed values. Data collected through questionnaires were organized according to the requirement of the analysis.

Analysis of Questionnaire

The questionnaire was designed to elicit information on the speaker's background and also the attitudes towards language use and code-mixing. The students are involved in the study as respondents to the questionnaires. A questionnaire was administered and an analysis was

made from the data. As the questionnaires were self-administering containing simple, clear, and precise instructions, no problem was encountered in the collection of data. The research questions which emerged from the literature review were considered while framing the items in the questionnaire so that the respondents who have provided information would answer the research questions. Each item is analyzed and its implications are drawn.

Presentation of Results

Section-A (Background Information)

Q. 1-6. From the general information collected through the questionnaires, from a total sample of the study of 60 respondents, we can see that the respondents were natives of Guntur and their age range was from 21 to 31 years. Among the respondents 30 of them are males and 30 are female; all are doing their post-graduation. The informants studied in English medium up to higher secondary schooling but in graduation four of them are studying foreign languages. Telugu is the mother tongue of all the students. About 15% of the students' parents have come from an agricultural background. The aim is to analyze the use of language and attitude towards mixed code in ANU, Guntur in different domains by the youth.

Section-B (Linguistic Use)

Items 7 to 18 from the questionnaire require the students to indicate their choice of language use from the given options in the questionnaire namely first language Telugu, second language English, Other languages, i.e., Hindi / Urdu. The variable taken for the study is about the language used in different settings and different places in their daily life. The respondents were asked to mark their choice from the given options. To calculate the average values of the scale, the weightage 1 for Telugu, 2 for English, 3 for Hindi/Urdu are given.

Q 7: This question elicits information from the respondents regarding the language in which they often use to speak. Out of 60 respondents 20 persons (33.33%) mentioned Telugu and 24 persons (40%) English and 16 persons mentioned other languages (Hindi/Urdu). From the respondents' opinions, 40% of the speakers reported using the English language in their daily life.

Q 8) & 9): In the questionnaire questions, 8 and 9 elicit information regarding the language used to communicate with the family and the relatives. The respondents use Telugu regularly to communicate with family members and with relatives also. Of the 60 respondents, 30 members (50%) use Telugu to communicate with the family and 24 members used the Telugu language to communicate with relatives with an average of 40%. The main languages are i) Telugu, ii) English, iii) other languages.

Q 10: From question number 10 of the questionnaire, the researcher wanted to know which languages are used to communicate with colleagues. Out of 60 people, 30 members are using Telugu (50%) and 30 members are using English (50%).

Q 11: In the 11th question item (a) reveals the information about the language that is spoken with strangers at college. Out of 60 respondents, 10 persons (16.66%) reported Telugu, and 50 persons (83.33%) reported English. Item (b) asks about the language used at home. 50 persons use Telugu, 5 persons use English and 5 persons use other languages. In item (c) out of 60 respondents 50 persons have reported using Telugu and 10 persons English in other places i.e. in a party, restaurant, market, sports ground.

Q 12: From question no. 12 the respondents are asked about the language which they learned first to speak. Most of them reported that it was Telugu (66.66%) as it is their mother tongue.

Q 13, 14, 15: The respondents are required to give the information for questions 13, 14, 15 about the language which is learned at the primary, secondary school, and before college stages. Most of them used Telugu at primary stages, English at secondary, and before college study. At the primary school stage, 50 marked Telugu and 10 marked English and nobody marked other languages. 46 members learned English at their secondary school stage and 14 members learned Telugu, while 50 have learned English before the college stage.

Q 16: Question no. 16 is about the language known to the parents. From the students' responses, 24 (40%) students said that their parents know English and Telugu. But 35 (58.4%) students reported that their parents use only Telugu and only 1(1.6%) student said that his parents use other languages.

Q 17: From question no. 17, the researcher wanted to get information about which language is most important for their career. 55 respondents mentioned that the English language is the most important for their career, i.e. 91.66% of persons gave English as the answer.

Q 18: In this question, item (f) pertains to which language is used to express the feelings of the students. In the survey, students (in the age group between 18 and 22, most of them being graduates), reported that they used the English language to express themselves in writing stories, talking to teachers, sending emails and SMS. 50 members out of 60 use the English language to express themselves, i.e. 83.33% of the young people have reported using the English language to express themselves.

Section-C (Attitude towards Code-Mixing and switching)

Q 19: The question asked here is about the feelings of respondents to code-mixing when others are speaking. Out of 60 respondents, 55 (91.6%) have said that it is very normal in speaking and they do it all the time in their daily conversations. 5 (8.3%) persons marked they feel very stylish.

Q. 20: The question asked here is whether the respondents mix languages. If so, in which context? Out of 60 respondents, 55 (91.6%) reported that they do it in their colleges and 5 (8.3%) said that they do it in some other places, i.e. home or outside the college.

Q . 21-23. Q.21 is about watching English programs. We can see that out of the 60 respondents, 30 persons gave the option English and the remaining 30 reported Telugu.

Q.22: This question is about the newspapers regularly read by the respondents. As per the responses, out of 60 respondents 40 persons i.e. 66.66% read Telugu newspapers and just 20 out of 60 members read English ones.

Q.23 is about the magazines preferred for reading by the respondents in the languages Telugu/English/other languages. 40 persons out of 60 (66.66%) preferred Telugu magazines and 10 persons (16.66%) preferred English and 10 persons (16.66%) preferred other languages. The majority prefer to read in Telugu. The highest deviation is 0.76 i.e. the opinions of respondents showed more variation for Q.23 i.e. which language magazines are preferred for reading.

Q. 24, 25: Questions 24, 25 are about the domains of radio and television. They were asked how frequently they listen to the radio and watch T.V. The respondents were given the options to say whether it is daily or occasional in terms of listening to the radio and watching television. Out of 60 respondents, 30 persons reported listening to Telugu programs daily and the remaining 30 persons reported listening to English programs occasionally. 80% said that they watch Telugu programs on T.V. daily, while 20% said that they occasionally watch only English channels.

Q. 26, 27: Questions 26, 27 are about the number of languages mixed while talking and which languages are used. Out of 60 persons, 55 persons reported using two languages i.e. Telugu and English, which means more than 80% of them use those two languages while they are talking.

Q 28: In question no. 28, items a), b), c), d) elicit the reasons for mixing other languages while they speak, write, etc. 47% of the respondents answered the item (a) and 38% of the respondents answered item (b) while 3% of the respondents gave the answers to item (c) and option (d) is given by 16% of the respondents.

Questions 29, 30, 31, 32 are of yes/no type regarding the attitudes towards language mixing

Q.29. is about whether they learn better by mixing words of both languages Telugu and English. Out of 60 respondents, 50 persons have marked the option 'Yes' (83.3%) and just 10 out of 60 respondents have given the option 'No'.

Q.30. Does your habit of code-mixing hinder progress in the conversation? Out of 60 respondents, 40 persons have marked the option 'Yes', and the remaining 20 persons have reported 'No'.

Q.31. Does your habit of code-mixing in the conversation hinder your language learning? Out of 60 respondents, 30 persons reported 'Yes' and 30 persons have given the option 'No'. From Q.30 & 31 the students reported that code-mixing hindered their language progress but in Q.29 they reported that they learn the language better by mixing. The reason could be that they simply marked the option without understanding the question.

Q.32. asks if their friends use code-mixing while they speak. Out of 60 respondents, 56 persons reported 'Yes' while the remaining 4 persons reported 'No'.

Q 33: For this question, 83.33% of respondents agreed that in speaking skills, code-mixing helps in enhancing their language ability. The respondents agreed that in speaking code-mixing

helps a lot.

Q 34: This question is to know the reasons for their code-mixing. They were given the options such as need, college atmosphere, and other reasons to be specific. Out of 60 respondents, 50 reported the domain of college atmosphere as the reason.

Observations on the language use and attitude towards code-mixing of the respondents:

From the analysis of the questionnaire, we can see that most 93.33% of the informants consider speaking both English and Telugu an advantage. Although both languages are considered important, they are important in different contexts and for different purposes. 50 (83.33%) of respondents reported that they interact with strangers in English or Telugu but if it is a party place or restaurant or market or any other public place, they interact in both languages. 55 (91.66%) of the respondents agreed that English is the most important language for a career, while Telugu is used for local purposes.

50 (83.33%) of the respondents felt that they can express themselves in a better way in English To write poems, stories, E-mails, letters, and smsing, to talk to teachers and to talk about the studies they use English. They use the mother tongue to confide in their friends and to scold people when they are angry. 55 (91.6%) of the informants felt it very normal when other people use a mixed code. While 5 (8.3%) felt that it was very stylish. 40 (66.66%) of informants prefer to read Telugu newspapers and 20 (33.33%) read English ones. and Telugu besides this, 30 (50%) of informants prefer to watch T.V. programs in Telugu daily, and the remaining 30 (50%) prefer to watch programs in English occasionally. 40 (80%) of informants

prefer to listen to FM radio such as Radio Mirchi, Big FM, and Radio City, where RJ's and anchors do a lot of code-mixing.

Finally, all the informants were asked about code-mixing in their day-to-day life. 50 (83.33%) of the informants expressed that they do mix languages when speaking to their friends and a lesser extent with teachers whenever they discuss some critical concepts. 30 (50%) of informants felt that code-mixing would hinder the language learning progress and the remaining 30 (50%) reported that it does not. 50 (83.3%) of them made it clear that code-mixing would help in enhancing English ability particularly speaking. The reasons for the phenomenon of code-mixing were given in the following order: college atmosphere >others> need. They also gave a mixed opinion that code-mixing helps in enhancing language ability in speaking and listening and of course in writing such as advertisements, billboards, and informal letters, etc.

When they were asked whether they mix languages and in what context, they responded in the following way: When they speak to their friends and strangers, in day to day conversation (college, market other private and public places.); with autowallah, panshopwallah, chaiwallah, and in the market; sometimes, if they are not able to use a particular expression or words; at times if they do not find certain words in their or other languages; and when they find someone not able to understand it in English; because of less acquaintance with the language, they do mix languages. Interestingly some informants responded that they do not mix languages at all. But in a response to another kind of question, they revealed that they do mix languages. By and large, all the informants mix the codes consciously or subconsciously.

Thus, the respondents made it clear that they use the mixed code in all informal situations as a communicative as well as an academic strategy in their daily life. students in Acharaya Nagarjuna university are not against the use of English. They like their culture, their traditions, do their *Pujas*, *Namaz*, celebrate their festivals, such as *Moharram*, *Ganesh-Chaturthi*, *Ramzan*, *Dussera*, *Diwali*, and *Christmas* with gusto but when it comes to language, they prefer English primarily for pragmatic reasons and also their mother tongue. They justify their choice of codes, not only from the utilitarian point of view but also from psychosocial factors and they are quite comfortable with mixing their languages. On the other hand, many take pride in it and claim much more mixing than they do in their conversations. It was also observed that no one was following a fixed pattern and it was also difficult to notice the degree of language proficiency. All seem to be quite confident in mixing all the two languages. Although the school or college environment is English only, during the informal conversation the students mix the codes which form a natural way of speaking.

Conclusion:

The study shows that the students in Acharya Nagarjuna University not only speak Telugu and English but also a code-switched and code-mixed variety that contains linguistic features of both Telugu and English. The conversations showed that the respondents used

several English words while speaking in Telugu. The language used by the respondents is the normal day-to-day spoken Telugu which was interspersed with English words and phrases. The English words used were single lexical items, phrases, or mixed words with English roots and Telugu inflections. They are comfortable in their language use.

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ROLE OF ENGLISH IN ENGINEERING EDUCATION IN TELANGANA STATE

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Introduction:

Hyderabad is renowned as a "city of Pearls". Recently it has become the capital of Telangana, the youngest state of India. Though it is a vibrant and prosperous cosmopolitan, English has been considered and accepted as a subject and a second language just like any other city in India. Hence it is considered to be the least studied of all subjects. Despite mushrooming of private schools followed by techno and international schools in the last few years, there is not much improvement in language skills. Having been acquainted with English from Kindergarten to Intermediate (+ 2), the level of proficiency among some city and urban students in L.S.R.W skills is markedly low. Once they take up engineering courses, their level of proficiency still is a serious cause of concern. "Aspiring Minds", a leading employability credentialing firm, has revealed that only 18.43% of all engineering graduates are eligible for a software engineer's job in India. According to the study, 97% of Indian engineers cannot speak English which becomes one of the mandatory requirements in software firms in recent times. Thus the lack of proficiency is the lowest point in their careers. 67% of all engineers do not possess any English language skills (reading comprehension and speaking), which are essential for white collared jobs in business consulting and I.T. The shocking results will have major implications on the current job market in the country. The results were derived from two studies:

- a) **'The National Spoken English Skills of Engineers Report:** English language skills test were conducted on thirty thousand would be engineers from five hundred engineering colleges across India
- b) **'National Employability Report for Engineering Graduates:** Around 1.2 lakh engineering students from 520 engineering colleges were surveyed for employability skills (which included logic, aptitude, and more tests besides the English language). The test was conducted on the students who passed out in the year 2013. Some of the interesting facts from these studies:
 - 91.82% of the students lacked programming and algorithm related skills
 - 71.23% of the students lacked soft and cognitive skills
 - 60% of the students lack domain skills (for example civil engineering, mechanical engineering, etc)
 - 97% of the students cannot speak English which is required for getting an IT job
 - 57.96% of students lacked analytical and quantitative skills
 - 61% of students possess grammar skills which are almost equal to a class 7th student
 - Only 7.1% of students can speak English which is considered meaningful, and presentable during an interview
 - The other major problems are students' pronunciation, followed by fluency skills, grammar, and sentence construction. Understanding spoken English and vocabulary showcased fewer problems

- Girls have better command over written English, while boys are more proficient with spoken English (comparably)

Thus it is evident that students not only lack technical skills but also have problems with language proficiency and particularly they are poor in the expression of their talent in the English language because of their poor Reading habit and speaking skills in the public domain and soft skills thus forcing them to lose out on opportunities. However "Aspiring Minds" CEO & Co-founder Himanshu Aggarwal offers a convincing explanation of the grave situation. He said, "The low employability among engineering graduates is a cumulative outcome of poor educational standards and higher demand of skilled employees thereby creating a drastic skill gap in the country". (*trak. in › Education › employment: "97% of Engineers in India Can't Speak English; Less Than 20% Are Employable for Software Jobs"; Aug 11, 2015*)

It takes one on a brief journey about the role and contemporary status of engineering education. While students of premier institutions are far better placed, the engineering students lack the knowledge and skills to secure employment. Around twenty engineering colleges out of the total eight hundred colleges in the state of Telangana, boast of a good placement record. Few of the final year undergraduate students of these colleges are recruited by reputed IT and core-engineering companies. So it is understandable that students should possess technical knowledge, analytical skills, verbal reasoning, critical thinking, oral and written communication to get through the process. It is here that reading acts as leverage to hone technical knowledge and enhance their logic and communication.

The technological institutes that fulfill the above criteria recruit full-time soft skills trainers who impart employability skills thus making a difference in their personal and professional lives. N.Narayana, the President of the Telangana Parents' Association is of the view that the quality of education has nosedived with the influx of private colleges. The curriculum should be updated biennially. I.T companies are selective while conducting campus drives in engineering education and job offers have come down to 40-50% compared to 2016. The software firms have opted for meritorious students mostly in CSE and ECE. A move towards Automation, restrictions on H-1B visas by the American government, an increased focus on technology, and students with knowledge of the latest I.T. technologies are some of the recent changes. (D.Chronicle; page: 3 city; dec. 12th 2017; Tuesday; TS Engineers hit by the problem of plenty) A re-look at the new curriculum/language policy is a pragmatic step that may help boost the confidence of students and retrieve the lost ground in the attitude of students towards English. This study reveals the current trends, issues, and challenges that plague engineering education.

Communicative Needs of Engineering Students:

Communication is the hallmark of culture. Communication is civilization itself. Americans call it, "Communicology" because it is a blend of communication and psychology. Communicology is an academic discipline that distinguishes itself from the broader field of human communication with its exclusive use of scientific methods to study communicative phenomena. (<https://en.wikipedia.org/wiki/Communicology>) On the other hand, psychologists say, if a person is not communicative, he isn't intelligent. A living language is indeed an exhibition of social behavior. Avid readers derive aesthetic pleasure by reading thereby mastering the art of communication. One can't express one's ideas to others without the use of

language. Therefore one's language should be easy to comprehend. Otherwise, there would be a breakdown of communication. For instance, the communication between an aircraft pilot and ground control is very important when a plane takes off or lands. A living language like English doesn't exist in a vacuum. Every language is enriched by the user society. The richer and more varied the experiences of society, the richer is its language. English has swiftly transformed itself into a trendy tool for international communication.

Technology invariably shapes the way we communicate. For instance, when the Italian futurist Filippo Tommaso Marinetti flew on a plane for the first time in 1910, he had an epiphany. He was amazed by the machine's power and speed and the almost limitless freedom of movement it gave him. Communication should be easy and quick, as there wasn't time for anything else. Language should liberate itself from the bonds of syntax, which belonged to the past without machines, motors, and propellers. Marinetti's imaginative ideas about a new language for a new technological age are indeed commendable. It is also a modern expression of the dynamic relationship that exists between language and technology. (www.scenariomagazine.com/language-and-communication-in-the-21st-century/).

The advancement of Science and Technology makes it inevitable for engineering students to speak and write reasonably to some extent. The inability to communicate effectively with a prospective employer in an interview has become a perennial problem for many engineering students. As a result, most of them lack expression and confidence in campus placements. Higher education offers English for Academic purposes (EAP) so that they can practice language skills in a safe environment like a college or technical institute and later apply them for occupational purposes (EOP). In a country like India, many students come from vernacular backgrounds thus struggling to cope with English. In this regard, Extensive Reading is vital to excellent communication skills. Moreover, it can be practiced anywhere: on the bus, train, and plane. The study intends to demonstrate that the inclusion of Extensive Reading in the engineering curriculum will have a tremendous impact on students' communication skills.

Needs of the Industry

India swells up with a population of over 1.2 billion. While half of it is capable to work, yet there are quite a several jobs that don't fill up due to the absence of the right candidate. A big country with a large percentage of qualified but unemployable candidates is not only incompetent but also socially dangerous. Such an embarrassing mismatch between industry and technical institutes would eventually catapult social and economic imbalance with an impending disaster. Nowadays there will be no longer jobs for life but employability for life. As result employability is quite a challenge than unemployment itself. Industry leaders strongly suggest that the quality and skills of the workforce need a thorough assessment. According to the HRD ministry, India has 6,214 engineering and technology institutions that are enrolling 2.9 million students. Around 1.5 million engineers have released into the job market every year but the dismal state of higher education in India ensures that they simply do not have adequate skills to be employed. ([indiatoday.in today.in/education /story/engineering employment.../1/713827.html](http://indiatoday.in/today.in/education/story/engineering-employment.../1/713827.html) ;Jul 13, 2016)

Bridging the Gap

According to The All India Council for Technical Education (AICTE), more than 60% of the eight lakh engineers graduating from technical institutions across the country every year remain unemployed. Also, Less than 1% of engineering students participate in summer internships and just 15% of engineering programs offered by over 3,200 institutions are accredited by the National Board of Accreditation. (NBA). Such a scenario leads to a huge variation in/of standards in technical colleges across the country. The ministry of human resource development is going to plan a major revamp of India's technical education to buck this trend. The strategy involves rolling out the single National Entrance Examination for Technical Institutions from January 2018, linking annual teacher training as a must for approval of the institution, mandatory induction training to enrolled students, and annual revision of curriculum.

According to a senior MHRD official, NEETI (for admission to engineering programs) will be the first exam to be conducted by National Testing Service (NTS), which will be completely computer-based. "In all probability, NTS will be ready by January 2018 to conduct the NEETI as well as National Eligibility cum Entrance Test (NEET) for medical courses. The exams will be conducted multiple times in a year," said the official. As per plans, the first NEETI exam is likely to be scheduled either in December 2017 or in January 2018 followed by another one in March 2018 and the third in May 2018. (<https://timesofindia.indiatimes.com › News › 60 of engineering graduates unemployed>)

The All India Council for Technical Education (AICTE) (2018) has also designed a new curriculum for the first time to cater to the demands of the corporate world. Interestingly, Artificial Intelligence has grabbed the attention of the government at the campuses. The other new technologies like 'Robotics', 'Machine Learning' (ML), 'Internet of Things' (IoT) have also been given up to 20 credits on par with Artificial Intelligence. The new curriculum is likely to be followed by at least 80% of the 3,000 engineering and technical colleges in the country. Recruiters are glad about the initiative as it would give them access to a larger talent pool to hire from new technologies. The much-talked-about new syllabus was launched last month which has also reduced the credits given to theory-based courses. Universities such as Delhi Technical University, Punjab Tech University, and YMCA Faridabad are eager to take up the new curriculum that would make their students more industry-ready. Also, AICTE is soon going to roll out e-courses for faculty members on new emerging technologies. The new course would also include programs on Vedas, yoga, Indian traditional knowledge, universal human values, etc. The focus of the new syllabus on new emerging technologies will help technical colleges improve placements as teaching would get more industry-relevant," said Dinesh Kumar, vice-chancellor, YMCA Faridabad. He said that the average salaries may also go up at these institutes. AICTE's new curriculum includes non-engineering courses on subjects such as the history of science and technology in India, psychological processes, gender culture and development, an advanced course in 'Peace Research'. The new model curriculum encourages innovation and research with a reduced total number of credits. (<https://economictimes.indiatimes.com › Industry › Services › Education>)

Today's job markets and in-demand skills are vastly different compared to a decade ago. Moreover, the state of the economy in India with its policies like demonetization and GST

(Good and Services Tax) and a recent crash in the American Stock Market meant a sudden economic downfall for the country. The pace of change may set to change but the impact will have a serious effect despite abrupt political and economic changes. The industry observers state that the world is on the cusp of a 'fourth industrial revolution'. For instance, advancements in incoherent fields such as artificial intelligence and machine learning, robotics, nanotechnology, 3-D printing and genetics, and biotechnology are all building on and amplifying one another. Furthermore, an industry-academia interface would be a panacea to the widening gap. Such collaboration would foster productivity and core work-related skills. It is highly recommended that AICTE should make it mandatory for final year students to undergo a one-semester internship program to make them employable. It is equally important that engineering graduates whet their core work-related skills in an age of rapid technological change as automation leaves some workers to make them unemployed once again. Such readiness shields them from job losses triggered by computerization. Finally, the industry should work closely with the government, education providers, and other stakeholders to bring out a 21st-century curriculum that will send engineering graduates out into the world with well-developed bodies, fairly developed minds but undeveloped hearts.

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INFLUENCE OF NATIVE LANGUAGE ON STUDENTS IN LEARNING SECOND LANGUAGE

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Abstract

This paper gives a clear picture of the issues faced by the students while learning a Foreign language. Students will not take much time to learn their native language when compares with non-native language. They are not in a situation to comprehend the difference between these Native and Non-Native languages. There are many reasons to discuss the influence of native language on students in learning a second language. In those, the first and foremost one is translating language from native to non-native. Students from primary to graduation will do the same to learn this language. They are in the impression that this is the only way to learn a Foreign language. When we take this Foreign language as the target language a learner needs to learn this language in an effective way. Different methods help a learner to learn his/her target language. This paper will discuss these methods in a detailed way.

tudents whose medium is their mother tongue will face many problems in learning this target language. It is very important to learn this language for a student to enter into this competitive world. One of the reasons for this is, a student cannot face an interview in his/her mother tongue. Enhancing employability skills is also very important in their professional environment. Vocabulary also plays an important role here. Increasing proficiency in his/her target language is also very important for this, he/she should inculcate a phenomenon of adopting a second language learning process. Proficiency in the first language also helps a student to know better about the second language.

Keywords:Native language, Target Language, Foreign Language, Vocabulary, Medium, Proficiency.

Introduction

It is a known thing that English is an international language and every student will have a zeal to learn this language either to compete with others or to learn to improve their proficiency.

It is considered the most commonly used language in all subjects. Most of the students will be under the impression that it is a Native language but, the fact is that it is a non-native language. We are non-native speakers of this English. Language acts as a medium it is like a bridge between two or more in the process of communication. If a person wants to be an effective communicator, he/she should focus on language first. Both Vocabulary and Grammar play a major role in learning this language. A student needs to comprehend what he/she is learning and what he/she is applying. Learning rules in their native language and applying them in Foreign language is not an acceptable thing. Indeed, the rules can be taught by a teacher, practiced, and improved by a student. This makes a big difference in a student while learning a non-native language without any influence of the native language. The native language also influences pronunciation. Pronouncing the sounds properly in a Foreign language should be learned properly by a student.

Problems faced by the students to learn Target Language:

Students should not create an impression that learning the target language is so easy when they have a good knowledge of their mother tongue. There are many issues faced by the students to learn their target language, in that one of the most important ones is the influence of the mother tongue while learning the target language. And other reasons like lack of exposure, poor grammar, pronunciation, etc... Most of the students faced these because of their medium and they are not getting a chance to adopt the language in such a way they can improve vocabulary, grammar, and pronunciation. Most of them will be thrown into a situation that at a stretch they should learn many things after their schooling. And they will be getting confused in such a way how to cope up with the situation and adopt the wrong way of learning/her Target language.

Fear of learning language:

***"Courage is the resistance of fear, mastery of fear – not absence of fear."*—Mark Twain**

Most of the students won't be in a situation to know or to explore new things in the target language because of their incompetence and fear of learning a new language but, they will have a small desire of learning their target language. And the other reason for this is the traditional classrooms which never give them much chance to explore. Here, in traditional classrooms, a student tends to be a passive learner and the teacher won't give them a chance to think. There won't be any chance of asking doubt also. So, they will be habituated with those situations and stick to an opinion that not to explore themselves related to Target language learning. Primary to graduate students whose medium is their mother tongue start inculcating a habit of translating the target language from their mother tongue. A student needs to understand that the translation of the mother tongue to the target language is not a proper way of using or

learning. The rules of the target language and the non-native language are different and difficult to adopt. Because of different vocabulary, grammar, and pronunciation.

Lack of Basic Knowledge:

Another most important problem in students is lack of basic knowledge of the native language because of their medium of learning. Not only that most of the students are from a rural background and whose knowledge is not up to the mark is facing problems. Pronunciation which takes an important place while learning the Foreign language won't help a student when he/she tries to translate the native language to a non-native language. Pronouncing few sounds is completely different from native to non-native languages. Linguistics is a vast subject and is very difficult for a student when he/she tries to translate it. A deeper knowledge of vocabulary is needed. Grammar rules need to be learned. Most of the students from the Primary level itself should inculcate a habit of exploring vocabulary to reach a different level in knowledge and skills. They should overcome that fear of learning the language. And learn it enthusiastically.

Methods to adopt in learning target language:

In olden times students learned the language as passive learners. Teachers help them in learning a language using the Grammar translation method. Using Native language and translate the rules into a Foreign language is one of the methods to learn this Target language. Her teacher used both languages while teaching. Habituate teaching in both languages makes the students thrown in a big ocean of language and he/she was not in a situation to come out from it. It is a big drawback to the student while learning the language. Language labs are very much needed for the students to learn pronunciation properly. Native language influence while producing few sounds like /r/ example pronunciation of /r/ in perfect, paper and other words produced by the students in a wrong way, as they do not know the transcription of those words.

Virtual Teaching:

Virtual teaching also helps them in learning a language in a virtual way which gives a student a better understanding of a foreign language. More exposure to language from the basic level of a student is needed. It is also important for a student to understand the importance of learning this language without any interference of his/her mother tongue. Audio-visual aids also help the students to learn a non-native language in a perfect way. They will overcome their fear of learning this language. Sometimes students feel shy to converse with people as they don't have proper knowledge of the language. Using PPTs, different videos related to mother tongue influence, Computer-aided language labs, all help a student to learn. The vigorous practice of vocabulary is also needed. This method even helps the facilitator to approach a student properly and also helps them to guide them perfectly.

By guiding the students on the right path:

The teacher's part is also very important here. The teacher should properly guide them so, that they can explore themselves in the process of learning a foreign language. The teaching of English from fundamentals is different from teaching English using the native language. It

is, therefore, teaching language by using different simple methods which are effective and helpful. proposed that teachers English as a second language, no matter where they teach, and should follow some easy teaching methods to avoid possible language problems and to exclude the possibilities of the language barrier. It is important for a facilitator to understands students' levels and should use those methods. The teacher should adopt the Audio Lingual method where the teacher focuses on listening and speaking. It is a mechanical method where students practice using drilling and memorization methods.

Main Principles of learning Language:

The student should understand that language is just a medium through which one can express one's ideas, thoughts, and feelings.

- Aims of learning Foreign language
- Ability to understand the speaker's language.
- Ability to read along with understanding.
- Development of creating skills.
- Ability to understand the proper pronunciation of each sound.

Principle of exercise:

Drilling plays an important role in language learning. Any learning if it is continuously repeated gets imprinted in their minds.

Principle of Student-centred method:

It is important of making student-centred classrooms to give proper knowledge to them. The student should feel the language familiar environment so that they could get more opportunities to listen and speak. Motivation is another important aspect in language learning, particularly in a second language. English resources and textbooks should be taken into consideration. In language learning speaking, listening, reading, writing and correct pronunciation is also needed.

Oral Practice method:

The oral Practice method emphasizes oral practice. The application of grammar is more. Students' main focus will be on Target Language. The student role will be active. Student can correct himself/herself. Most tools will be used to make the teaching-learning formal. Activity-based teaching also helps a student to learn the language in a proper way.

Conclusion:

- Developing a positive attitude towards the language is needed
- Concentrate more on accurate learning of language.
- Properly applying methods to learn the language in an effective way.
- Development of a great level of competence without any incompetence.
- A proper way of pronouncing sounds with good knowledge of them.
- A good explore of vocabulary and vigorous practice of words needed.

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IMPORTANCE OF SOFT SKILLS TRAINING FOR GRADUATE STUDENTS

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Abstract

The education as well as the market scenario is changing very fast. A decade ago, those individuals who had a brilliant academic record with added work experience were well sought after by most of the corporate institutions. But today hard skills and experience are not sufficient enough for the ingress and escalation in the corporate world. Employers prefer to hire and promote those persons who are resourceful, ethical, and self directed with good communication/ soft skills. Dearth of soft skills in the candidates has resulted in low hiring by corporate. In spite of such great significance of soft skills, many Universities/Colleges are reluctant to incorporate soft skills training in the curriculum of graduate courses. To ensure high quality education, needs of industry are evaluated to be included into academic teaching. This paper aims to present the significant improvement that soft skill training can bring forth in the life of a graduate student.

Keywords: Communicative Skills, Thinking and Problem Solving Skills, Team work, Ethics and Professionalism, Life-long learning, Entrepreneurship skills and Leadership skills.

Introduction:

Soft skills refer to all aspects of generic skills that include the cognitive elements associated with non-academic skills. Soft skills are identified as the most critical skills in the current global job market especially in a fast-moving era of technology. The reorientation of education which is one trust of education for sustainability also relates the importance of these so-called soft skills. The term soft skills is being used to describe skills that managers and leaders use that are subjective in nature, such as creative thinking, dealing with people issues, coaching for performance, and so on.

According to the psychologist Daniel Goleman, soft skills contribute to a person's ability to manage him or herself and relate to other people – skills which matter twice as much as IQ or technical skills in job success. Based on the research, the following soft skills have been identified and chosen to be implemented. They are: **Communicative skills, Thinking and problem solving skills, Teamwork dynamics, Life-long learning and information management, Entrepreneurship skills, Ethics and professionalism and Leadership skills.**

Each of the above soft skills is comprised of several sub-skills. These sub-skills are divided into two categories of implementation. The first category delineates the Essential soft skills that every individual must have and the second category represents Desirable soft skills that are good to have. All elements of soft skills must be acquired by each individual student and evaluated effectively and comprehensively. The Essential soft skills must be acquired by each and every individual in the institutions of higher learning without which, the student is regarded as incompetent in the above skill. The Desirable soft skills can be regarded as the additional generic skills and an advantage to the student.

It can be observed that education is an essential tool for achieving sustainability. We all realize that the current economic development trends are not sustainable and that public awareness, education and training are the key elements to move our society towards sustainability. Only quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. Therefore, the inculcation of soft skills among the students will be two-pronged: to produce quality human capital and to develop their knowledge, understanding, values and skills as well.

The following is a detailed list and description of the different categories of implementation for each of the sub-skills for the respective soft skills.

Communicative Skills

Essential Soft Skills: Ability to deliver ideas clearly, effectively and with confidence, either orally or in writing; ability to practice active listening skill and respond; ability to present clearly and confidently to the audience.

Desirable Soft Skills: Ability to use technology during presentations; ability to discuss and arrive at a consensus; ability to communicate with individuals from different cultural backgrounds; ability to expand one's own communicative skill; ability to use non-oral skills.

Critical Thinking and Problem Solving Skills

Essential Soft Skills: Ability to identify and analyze problems in difficult situation and make justifiable evaluation.

Desirable Soft Skills: Ability to think beyond. Ability to make conclusion based on valid proof.

Team Work

Essential Soft Skills: Ability to build a good rapport, interact and work effectively with others.

Desirable Soft Skills: Ability to give contribution to the planning and coordinate group work.

Life-Long Learning & Information Management Skill

Essential Soft Skills: Ability to find and manage relevant information from various sources; ability to receive new ideas and perform autonomous learning.

Desirable Soft Skills: Ability to develop an inquiring mind and seek knowledge.

Entrepreneurship skill

Essential Soft Skills: Ability to identify job opportunities.

Desirable Soft Skills: Ability to propose business opportunities; ability to build, explore and seek business opportunities and jobs; ability to be self-employed.

Ethics, Moral & Professional

Essential Soft Skills: Ability to understand the economic crisis, environmental, social and cultural aspects of life professionally. Ability to analyze make problem solving decisions related to ethics.

Desirable Soft Skills: Ability to practice ethical attitudes in addition to having the responsibility towards society.

Leadership skill

Essential Soft Skills: Knowledge of the basic theories of leadership; ability to lead a project.

Desirable Soft Skills: Ability to understand and take turns as a leader and follower alternatively; ability to supervise members of a group.

Implementation

In general, the development of soft skills among students via formal teaching and learning activities takes two models: **(1) stand alone and (2) embedded.**

1. Stand Alone Subject Model – This model uses the approach of training and providing opportunities to students to develop soft skills through specific courses that are carefully planned for this purpose. Usually, these subjects are offered as university courses (such as English language, entrepreneurship, etc) and elective courses (such as public speaking, critical thinking, etc). The courses in this category are often a part of the overall requirements that make up the program. The number of courses and credits in this category depends on the curriculum design and the requirements of the program. The stand alone subject model can also be initiated by encouraging students to sign up for several additional courses which can be credited to be a minor course which is different from the initial program. For example, a student who is pursuing an engineering program is encouraged to take minor courses in management or mass communication. However, such an approach will require an increase in the number of credits and time spent for the particular program.

2. Embedded Model - This model uses the approach of embedding the soft skills in the teaching and learning activities across the curriculum. It does not require the student to take special courses as in the stand alone subject model. Instead the students are trained to master the soft skills through various formal teaching and learning activities that are planned and carried out using specific strategies and methods. In this way, the content and learning outcomes to be achieved for the respective courses are maintained. Learning outcomes related to the soft skills will be integrated and be part of the learning outcomes of the respective courses. This is the suggested model to be implemented in all the courses for the different programs in institutions of higher learning. Each element of soft skills is spelled out in the learning outcomes and then translated into the instructional plan for the semester. This is followed by implementing several teaching and learning activities such as questioning, class discussion, brainstorming, team work, presentation, role play and simulation, task/project, field work and site visits.

In general, the development of soft skills using the embedded model requires the expertise of the lecturers to use various teaching strategies and methods that are entirely student-centered. It also involves active teaching and learning with students should actively participate. Some of the appropriate and practical strategies and methods include: **learning by questioning, cooperative learning, problem-based learning (PBL), and e-learning.**

Combination of Stand Alone Subject Model and Embedded Model

Each of the respective models described above has its weaknesses and strengths. From the framework, planning, implementing and assessment perspective, the stand alone model definitely has an advantage. This is because the course or subject is specially developed to assist students to acquire soft skills. However, this model lacked the opportunity for students to develop and acquire soft skills as integrated with other knowledge and skills in the major

discipline studied. The existing number of credits for the respective program is also a constraint for students to sign-up for additional courses on soft skills.

On the other hand, the framework, planning, implementing and assessment of the embedded model are more challenging than the stand alone model. This model requires the lecturers to master specific teaching and learning skills and then apply these skills in teaching the respective core courses for the specific program. However, this model is more effective in developing and acquiring the soft skills integrated with other knowledge and skills when appropriate teaching and learning strategies are carefully planned and used. In addition, this model does not require any additional courses to the already existing courses of the respective program.

Based on the weaknesses and strengths discussed, higher education institutes are encouraged to use the embedded model rather than the stand alone model. This is because the embedded model focuses on student-centered learning, such experiential learning, and problem-based learning gives students practical experience.

Development of soft skills through support programs - This involves programs and activities that are created, developed and used to support soft skills either directly or indirectly. In general, the program and activity can be divided into two areas: **(i) academic support programs and (ii) non-academic support programs**. The academic support program helps students acquire soft skills that are associated with academic matters. As for the non-academic support program, it assists students in acquiring soft skills that are not related to academic matters but more related to the personal and professional development of the students. Most of the programs are in the form of co-curricular and extra co-curricular activities.

The development of soft skills through campus life activities. - Most university students spend half of their academic life living in university residences on campus. As such, institutions of higher learning should use this golden opportunity to develop their soft skills. This can be done through carefully crafted programs and carrying them out in conducive campus grounds.

Conclusion

To live up to the challenge of globalization, which is in line with an era of an informational economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. Thus, the development of human capital is important and necessary since it drives the nation to crystallize its vision and mission. Without quality human capital, a nation will be weak with no human factor that is capable to embark on new initiatives and perspectives. Quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus, institutions of higher learning play a very important role in producing

human capital that is highly knowledgeable and skillful and can meet the demands and expectations of society. The teaching and learning processes in institutions of higher learning must be capable in providing such knowledge and skills to future graduates.

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THE ROLE OF COMMUNICATIVE APPROACH IN LANGUAGE TEACHING**Dr.G.Jyothi Olivia**

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Abstract

In the 21st Century, the importance of English has risen to such a level that everyone needs to become a master in English Language in order to succeed. Computers and English Language teaching have walked hand to and fro for a long time and contributed as teaching tools in the second language classroom. As the number of English learners is increasing, different teaching methods have been implemented to test the effectiveness of the teaching process. Technology has revolutionized the way we think, work, and play. Technology, when integrate into the curriculum, revolutionize the traditional teaching. More and more students show that technology integration in the curriculum improves students' learning processes and outcomes. English curriculum can be improved to enhance the learning of all four languages skills for effective communication. It supports collaboration, creativity, independent learning and reflection in CLL classrooms. ICT in English teaching enhances interest in learning, promote self-learning in and outside classrooms, makes teachers more employable by improving their range of skills, empowers both the teacher and the learner and provides access to authentic materials and firsthand information. The 21stCentury literacy-orientated teaching offers additional benefits to students, allowing them to incorporate the technology they increasingly use in their everyday lives, and which they will master in order to find success in tomorrow's workplace.

Keywords: Innovation, Acceptable behavior, Oral Skills, Mobile Technology, ELT, Multimedia, Usage, Methods and techniques a, Internet.

The objective of teaching English in India should not be 'producing book worms' or 'linguistic Robots'. What is important is to motivate the students, by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal. The basic objective should thus be, to make the student independent. It has rightly been said,' If you give an individual a fish you feed him for a day, but, if you teach him to fish you feed him for life. "It's up to the teacher to make the student realize that gaining competence in English he shall hold the master –key to success in the contemporary world. English though a foreign language it's now as much an Indian language as any other. English has been taught in our schools and colleges for many decades. It occupies the position of associate official language. It is used widely as a link language in offices and among the educated people. It is not only a compulsory subject at school, college and university but is also

the medium of instruction to the large extent. It is the language of science and technology. Technology is gradually becoming important for personal and professional growth, and the students and teachers in the classroom are using technology with ease. Yet another training programmes often ignore training in the use of Information and Communication Technology, and teachers are often less skilled. Technology in ELT is not new. Indeed, it has been around in language teaching for decades. For teaching and learning, we have a lot to choose from the world of technology, TV, CD, ROM, Audio/Video cassettes, DVDs or VCDs, etc. the last two decades, have witnesses a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the way people interact and work in the society. The rapid growth of Information Technology has offered a better pattern to explore new teaching method. As a result, technology plays a prominent role in English language Teaching. Using multimedia to teach English has its unique advantages. It analyses the necessity of multimedia technology to English language teaching in Engineering colleges and also to bring out the problems faced by using these technologies.

Technology has revolutionized the way we think, work, and play. Technology, when integrated into the curriculum, revolutionizes the learning process. More and more studies show that technology integration in the curriculum improves students learning processes and outcomes. Teachers who recognize computers as problem-solving tools change the way they teach. They move from a behavioral approach to a more constructivist approach. Technology and interactive multimedia are more conducive to project-based learning. Students are engaged in their learning using these powerful tools, and can become creators and critics instead of just consumers. Technology integration is the necessity of today's students to have 21st Century skill. From the colonization to globalization era, English in India is treated as a language of the elites and its social status has been changing from the language of the rulers to link language to library language to the language of opportunities today. Indians realizing its significance want their next generations equipped with the skills of the language of opportunities. People throughout the centuries have been teaching English language by using a number of methods. These methods have been employed in teaching English language and some of them are Grammar Translation method. Information and Communication Technology and English Language have, of late, taken tremendous strides in almost all fields of work. While Information and Communication technology and English are interdependent in their mutual growth.

A Language is a methodical means of communication by the user of sounds or conservative symbols. It is the code we all use to articulate ourselves and communicate to others. it is a communication by word of mouth. The communicative Approach in ELT shifted the focus from linguistic competence to communicative competence in 1970s. Task-based language Teaching belongs to the stronger version of the communicative approach which asserts 'using English to learn it'. Vocabulary in English is critical to the understanding of the

concepts being taught in college. The lack of it not only puts pressure on the teaching learning process, but also hampers the employment of these students. It investigates the present vocabulary demands and vocabulary learning opportunities in Communicative English course prescribed for the Engineering students and to analyze whether the texts provide opportunities to deepen their knowledge of vocabulary or not. It suggests for the need to supplement the user of authentic materials for reading comprehension with an extensive reading programme to promote vocabulary development of the students. It also recommends certain pedagogies with the aim to enhance word power and their appropriate lexical usage.

Six ways technology helps education

1. It helps students learn more (and better)

Students learn in different ways. In a traditional lesson, a teacher presents material, and students all engage with it in the same way. The entire class is expected to move through the content at the same pace. As you can imagine, there's very little room for freedom when teaching thirty students the same things in the same ways during the same time frames. But that doesn't have to be the case.

Online tools give students more flexible learning experiences. Some students might use a YouTube video tutorial to better understand a concept. Others might complete an online activity or game that provides instant feedback so they know if they're on the right track. Students who understand the material right away can find more difficult problems or activities to supplement their knowledge, while those who need more practice can use a different activity that provides more repetition. In other words, technology offers *variety* to students in a way that a typical classroom lecture cannot.

Technology also motivates students to learn. They look forward to having time on their devices to explore and learn things through websites, videos, apps, and games. Students can learn and have fun at the same time, which helps them stay engaged with the material.

2. It helps parents stay connected and help their children

When technology played a minimal role in education, parents had very little insight into what was happening in their students' education beyond what they were told at home or during parent-teacher conferences. With the help of technology, parents can be much more informed and involved in their children's learning process. When parents play a role in education, students are more likely to succeed and be motivated to learn.

Technology has considerably improved communication between parents and schools. Parents have access to real-time updates on their children's grades, attendance, and even classroom behavior reports. And if a parent needs to reach out to a teacher or administrator,

they can do so with a quick email or message through the school's LMS (Learning Management System).

If parents struggle to help their children with homework, technology can be a great aid. Sites such as Khan Academy can provide step-by-step tutorials on many classroom subjects. For example, the site helps students practice different math concepts of varying difficulty, from basic arithmetic to calculus. If a student gets stuck, it offers hints and explanations to clarify where they went wrong. It also provides many example problems to help students practice the same concept.

Websites such as Class craft can help provide personalized learning opportunities for students through gamification. For example, students can progress at their own pace through a lesson plan through a Quest set up by the instructor. They can even earn rewards and unlock points for their characters upon successfully completing a Quest, which keeps students motivated and excited to learn.

Additionally, instructors usually have their own pages chock full of helpful resources. Parents can easily access these and help their children understand the material presented in the classroom.

3. It provides handy tools and opportunities for teachers

Teachers enjoy technology because it offers plenty of (mostly free) tools to enhance classroom learning, communication with parents, and their own professional development. Teachers can find materials that they can present to students or sites that can help students practice new material. There's an unlimited number of teacher resources available to supplement instruction. If you're looking for a few resources to help get you started, check out these **examples of modern classroom technology**.

Like parents, teachers benefit enormously from technology. They can easily email an entire class or send a Remind.com text message to all parents simultaneously. If a teacher needs to reach a specific parent, they're only a few clicks away. When a teacher needs help from colleagues, she can send a quick email or join an online forum to share ideas and ask questions.

Don't think technology just benefits students — it also gives teachers the opportunity to pursue professional development from the comfort of their device. Nowadays, university classes and entire degree programs can be taken online. There are also websites where teachers can help and support one another. Thousands of articles are at their fingertips to help them learn about what is changing in the field of education and discover some of the best practices are from around the world.

4. It introduces more “teachers” to the classroom:

As the typical classroom size continues to grow, technology provides a way to make it seem a bit smaller and more manageable. Students can get instant feedback from online

resources even if the classroom teacher cannot be available for an entire class all at once. Computers can provide students various levels of instruction based on their individual learning needs. When classes were smaller, a teacher could differentiate individual lessons for each student with larger classes, technology can help teachers differentiate for all students in the classroom. There are plenty of programs, sites, and tutorials that offer students instant help whether they're at home or at school. These help teachers provide individual instruction and give them time to work one on one with students while others advance at their own pace using online tools. Sites like Quizlet are excellent for practicing vocabulary and getting immediate feedback. The Learn mode is especially good for long-term retention and learning from mistakes — for example, if students mix up one term with another, the app will let them know. Websites such as Quia give teachers the opportunity to create activities, games, and quizzes that students can complete online. Students then get immediate feedback, and the teacher gets a list of each student's results and statistics.

Students can also tutor classmates with the use of technology. They can collaborate and ask questions in real time, both at home and at school through online discussion forums or Slack channels set up by their instructors. Technology allows students to help each other and work together across to better understand the material. In that sense, they can sometimes serve as the (supervised) teachers — and learning through instruction is known to be highly effective for mastering a topic and solving problems.

5. It offers more opportunities for project-based learning

Gone are the days of lugging a giant poster board back and forth for every project. Nowadays, technology allows students to engage in project-based and inquiry-based learning. Students can work in groups or as individuals, and by using programs like Google Classroom, teachers and group members can chime in and provide feedback in real time. Students can live edit together in Google Docs and Slides and simultaneously create presentations or group papers. These projects help students use more critical thinking skills and less rote memorization. Students have access to unlimited resources for research and learning about any particular subject. They can use their research to propose solutions to real-life problems rather than creating a poster board of regurgitated facts. Technology also gives students more freedom in how they want to complete an assignment — like making a blog, website, video, and more.

6. It can save money

Although devices such as Chromebooks, iPads, and computers all cost quite a bit of money, they're worth the investment when you consider what they're able to provide. In the long term, these devices offer so many tools that they more than pay for themselves. Districts can save money on paper by using more electronic documents. Emails can replace many of the papers that were once sent home to parents. Teachers can upload assignments to Google Classroom or learning management systems instead of using copiers to print out packets of

materials. Less money can be spent on supplementary materials because there are many free options available to teachers online. Many schools nowadays opt to buy e-books, which can be more convenient for students and don't need maintenance or storage. Teachers can also save time and money by taking students on virtual field trips using virtual reality programs that are available for free online.

Technology is powerful

Technology is a tool that can improve education in many ways. Teachers, students, and parents all benefit from free online resources, personalized learning materials, and opportunities for advanced learning. School districts can adopt new technology knowing that they're making a sound investment in the future of their students. After all, technology's not going anywhere — it's a powerful asset in any modern classroom.

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THE EMERGING TEACHING STRATEGIES FOR ENGLISH LANGUAGE TEACHING/LEARNING

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Abstract

Teaching and learning are the two sides of a coin. Learning is a continuous process from the womb to the tomb. A method of teaching plays an important role in the learning process. The process will not be fulfilled until the learner gains knowledge from the subject. Because the purpose of teaching is not only to make the students to get marks, but also to enhance the skills and practical knowledge of the students Teaching the second language is a difficult task for the teachers. This paper deals with the various innovative methods of teaching English language. In English Language Teaching, language laboratory, e-learning, e-content, Computer Assisted Language Learning (CAL), PowerPoint presentation, and such, play an important role. Technique is the unique way of doing something. Students record their utterances when doing oral assignments such as group discussion, conducting interviews, producing features, etc. This paper discusses a few practices that are introduced in English classrooms in many colleges in India.

Keywords: Teaching English, Innovative methods, Language skills, Language Learning process

Introduction

English is one of the most important languages which have played role in the process of globalization and knowledge explosion. It is the most common means of communication throughout the globe. This is why it is termed as Link language, Global language as well as Lingua Franca. In Indian context it is treated as ESL (English as a Second Language). Use of English language has become vital for better learning and earning. Therefore, it is necessary to teach English and develop English language skills among the students from school level. The government, NGOs and educational institutions are working at various levels and taking measures to ensure better ELT (English Language Teaching) and developing English language skills among the students. To teach English and develop English language skills various approaches and methods are in use in our country. But most of them are traditional, less interesting, ineffective as well as less motivating. So, it is necessary to use modern approaches and tools of ICT (Information and Communication Technology) to develop better understanding and acquisition of basic skills i.e. LSRW (Listening, Speaking, Reading and Writing) of English language among the students at school level. ICT has a lot of things to offer to both teachers and students for the enhancement of their vocabulary and improvement

of English language skills. Now a day's ICT tools and approaches are being used widely due to their convenience, omnipresence, effectiveness and being economic. Some of these approaches, facilities and tools are CAI (Computer Assisted Learning), CALA (Computer Assisted Language Assessment), CALI (Computer Assisted Language Instruction), CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning) , TELL (Technology Enhanced Language Learning), Blogs, Wiki, e-mail facility, Digital libraries, multimedia, mobile learning, free and open source software and social media, MOOCs, Virtual classrooms, documentaries, Digital storytelling, Mobile Applications, i-Pads, Digital Notebooks, Tablets, Smart Phones, Recorded audio- video materials, Online spoken tutorials, Digital pronunciation dictionaries etc. Modern studies and researches show positive results of integration of ICT in the field of ELT and development of English language skills. These facilities have paved the way of individualized learning and provided freedom of learning anytime, anywhere according to needs and convenience of the learners In this infotainment age teaching English in a lecture method is outdated therefore the utility of teachers is to facilitate the students to learn by imparting knowledge. It is the responsibility of the teacher to eradicate the ignorance. No teacher should fall into a monotonous pattern of presenting the same kind of lesson. This is a very competitive world as per Shiev Khara's words "winners don't do different things. They do the things differently". Blindly following the traditional methods would not give better results in education.

*"Tell me, I forget
Teach me, I remember
Involve me, I learn"*

Involvement of the students makes the teaching effective. In traditional methods, students are only the passive listeners. Creativity only shows the individuality of everyone. Implementing innovative methods in Teaching-learning process would make the students more active in the class room.

Trends in Teaching English Language

ICT in Language Teaching

English is the Universal and global language. It is also the dominant language of the Internet. Maximum percentage of online content is in English. The latest Technology available to the language teacher is the computer.

ICT stands for Information and Communication Technologies. It is defined as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information". These technologies include computers, the Internet, broadcasting technologies and Telephony. It pushes the learners to participate enthusiastically, helps to improve their knowledge, leads to socio-economic development of the nation and global competitiveness. It is a very powerful tool for extending educational

opportunities. ICT has access to remote learning resources. Teachers need not carry the printed books or other materials for their educational needs in the modern world. With the Internet and the World Wide Web, a wealth of learning materials can be accessed from anywhere at any time of the day. ICT's can enhance the quality of Education in several ways.

Smart Phone Apps & Games

There is a tremendous change in life style of modern people in this webage. There is no doubt without smartphone with internet no human being in the modern society. In this 5th generation mobile phone culture, the mobile phone apps occupied the prior importance in the usage of this Smartphone the apps like Facebok and Whatapp are the best examples of this criteria. In this connection there many applications are developed to learn English language on smart phone today. It is extended to develop SLRW skills by tapping at our finger tips today. There for moble apps are playing very important role in Teaching and learning English language.

YouTube Videos:

In the present ICT learning process, YouTube is one of the best medium of English Language learning. There is a huge content is developed in this medium. For Instance, 'engVid' is a great platform to avail the source of all kinds of lessons to learn and teach English language. The method of video lectures give the second language learns to listen the native people lectures. There is a easy access to the learners and teachers to engage their required area LSRW in this method.

Multi-media

Nowadays everything is computerized. People search the Internet to clarify the doubts in all the areas. Using multi-media in the teaching field will make the learners update their knowledge in the relevant subject. It is the combination of various digital media types such as text, images, audio and video into an integrated multi-sensory interactive application or presentation to convey information to an audience. The teacher uses multimedia to modify the contents of the material. It will help the teacher to present things in a more meaningful way. Visualizing takes the topmost place in this method. They believe what they see visually. Instead of explaining, the teachers can use this method to make the learners to understand effectively by visualizing.

Teaching Through Games and Humor

Games which are task based and have a purpose beyond the production of speech serve as excellent communicative activities. The aim of all language games is for students to use the language. Games are easy ways of learning without being bored.. This process involves productive and receptive skills. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

Being humorous is a challenge. Humor in teaching is an effective tool for teachers. Humor has the ability to relax people, reduce tension and there by create an atmosphere conducive for teaching and learning. Numerous studies in the field of advertising have noted

that humor is the most effective tool for enhancing recall of advertisement. It is also important to have humor to teach effectively.

Task Based Language Teaching (TBLT)

Just like teachers, government agencies in Asia specially the Eastern part take special interest in Task based language teaching (TBLT), a much more modern and advanced version of language teaching. TBLT in the initial stages proved very successful in the primary and secondary schools for its readymade and appealing tasks. In this connection it may be said that TBLT helped communication language teaching (CLT) to make room for itself as a language teaching technique. Many methods, techniques and approaches like Grammar translation method, audio-lingual method, functional national method etc., were used in Bangladesh in teaching and learning a foreign language. From time to time various new methods and approaches replaced the older ones with new tips, techniques and with extremely new prospects.

“In the long search for the best way of teaching a foreign language, hundreds of different approaches of methods have been devised”. (Azam 2005) In this connection the most popular and effective method which has already become the most popular in the west - communicative English, started making educators all over the globe feel “that students were not learning enough realistic, whole language. They did not know how to communicate, using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied”. (Galloway 1993) As a result, Bangladesh students who are good in English can correspond with a foreigner very smoothly in written form without any hesitation. But the same person proves dumbfounded and silent in face-to-face meeting and cannot write for journals of education and practice.

Technology in English Language Teaching – Speaking

The introduction of student computer notebooks in the language classroom has been a subject of high controversy in Austrian schools. Whereas the notebook's function in improving students' writing, reading and listening skills has been widely accepted, it is still generally believed that in order to practice speaking, the notebook has to remain closed. The following method is going to challenge this point of view. Based on Wolfgang Scharl's discussion of sound editing in the classroom, it claims that together with a microphone and free audio recording software, the notebook can make a significant contribution to improving students' oral skills - while not making use of any pre-fabricated e-learning content. Roughly speaking, in this teaching scenario the students are required to record themselves when doing communicative language tasks such as conducting interviews, telephoning or discussing topics in small groups and to upload their contributions on the LMS (Learn Management System) platform.

Obviously, the general idea of having students actively speak a language in the face of a machine is not new. In fact, using machines to allow students to work with the target language, had been done before. In Austrian schools, the introduction of analogue language learning labs

thirty years ago had compared their own utterances. Nowadays these labs are rarely used or have been removed altogether. Only in a few academic institutions have they been replaced by expensive modern computer-assisted labs, which would arguably offer a larger scope of activities, though not necessarily in the area of speaking. Any rate, the simple transition from analogue towards digital formats does not account for the innovation of the method outlined in this paper. It goes beyond the practices of the conventional language lab and is different in its overall approach.

Computer and Internet in Learning

The Internet plays a significant role in the lives of everyone. Learning Computer and Internet combines learning about them with them. Technology based learning helps the students to learn across the curriculum. Learning with the help of the Internet offers a wide range of benefits. Internet Education offers a world of information in one place and allows people to carry research on any topic without spending too much time on various books and course materials. It allows people with limited financial resources and the constraints to pursue higher studies without investing too much time, money and energy. It helps individuals in acquiring skills in handling technological communication and undertaking effective research in different types of subjects. This mode of learning eliminates all barriers and helps students to get access in education.

E-Learning

The term “e-learning” may be described as “online learning” and “virtual learning”. At home individuals are granted access to programs that offer them the ability to earn online degrees and enrich their lives through expanded knowledge.

Experience in the area of teacher training has shown that teachers attending courses about e-learning, computer notebook-classes, or teaching with new media expect demanding interactive content or multimedia applications. Apparently, teachers widely believe that in order to implement e-learning in the classroom they have to learn how to use flash or other programmes first. It is not easy to convince teachers who are often enthusiastic about and eager to work with the new media, that e-learning is actually about learning and teaching and thus requires didactics above all.

In particular in computer notebook-classes, the development from teacher-centred to student-centered learning often results in content-centred learning, which reduces the students'. Besides It is defined as an interactive learning in which the learning content is available online and provides automatic feedback to the students' learning activities. Online communication with real people may or may not be included, but the focus of e-learning is usually more on the learning content than on communication between learners and tutors. E-learning could be viewed as an online descendent of computer based training (CBT) and computer aided instruction (CAI). It incorporates innovative and creative approaches to instruction and provides unprecedented access to resources and information. In this learning student can

assume control of their learning experience and use it to suit their own specific needs. The use of a variety of multimedia in e- learning increases student involvement and reinforces the learning experience. It is a convenient way to receive education and training.

Innovative Methods, Materials and Practices in ELT

In most of the classrooms in India conventional teaching methods, materials and teaching techniques based on prescribed texts and syllabus are used homogeneously in spite of vast differences in classrooms and level of students' abilities. The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students.

These stereotype methods and teaching material make the learning a monotonous activity and create distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore, the necessity to deviate from the grand methods and materials and to use innovative material and techniques of teaching has been strongly felt. Use of novel teaching techniques like miming, dramatics, creating novel activities and tasks and participating in the same and the use of authentic materials such as songs, cartoons, advertisements, sports commentaries, episode from films, local folk literature etc. Teachers can involve learners directly in the learning process by providing them direct experience by assuring their participation directly in the learning process. By using authentic teaching material available around him and the material that is connected to the experiential and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner-friendly. The proposed anthology invites scholarly contributions pertaining to the use of innovative and novel teaching practices and materials which can be used as supplement to traditional ELT practices which need reorientation.

- ❖ Technology based innovative teaching and learning strategies
- ❖ Using innovative tasks for ELT
- ❖ Teaching pronunciation through music
- ❖ Using post-traditional method pedagogy for ELT
- ❖ ELT through blogging, E-mails and sms.

Word Processing

There are so many advantages in using a word processor. Teachers can create many innovative thoughts to improve the language skills of the students through word processing. Students can be taught to make presentations with the help of computers. They can use texts and graphics in their presentations. Students should be given the right software, so that they can compare their own pronunciations to that of native speakers of English. Language laboratories are very essential for the learning of a foreign language.

Benefits of the New Method

The advantages of the students personal notebooks, free audio recording software and ideally microphones, which can be conveniently replaced by the headsets for obvious financial reasons. Having these equipment to work, not with pre-fabricated material, but with material that they have generated themselves, material that is meaningful to them and therefore easier to engage with. At this stage, students obviously need some guidance from the teacher, who can easily access all the contributions from the platform and report back to the students either in person or electronically.

Furthermore, the importance of evaluating and describing one's language proficiency as outlined above is endorsed by the European Language Portfolio as one of its main aims. In order to set personal language goals and plan further learning, students have to learn to reflect on their language - and this includes written as well as spoken language, the latter which is often neglected in this respect. In the teaching scenario under discussion, the LMS platform offers teachers and learners a means of keeping a record of the students' oral performance; documenting their progress in the course of the academic year, thereby providing a date for the students' electronic portfolios.

It therefore supports teachers when assessing students' oral linguistic competence and facilitates self-assessment. Speaking gains importance in the classroom - it becomes something the teacher can actually claim from his/her students in the same way as a written piece of homework. In fact, oral tasks are no longer confined to the classroom only. Speaking as homework becomes compulsory, it has to be handed in, in digital form in the same way as any other written assignment. Admittedly, the assignments for practice at home have to be changed to allow for individual work.

Conclusion

As students tend to put the emphasis on completing a set task rather than on learning something from it, encouraging students to reflect on their work has probably been the most difficult part of this method, but also the most valuable. Generally, the implementation of the method takes a considerable amount of time, because the students and teacher have to get used to the new teaching scenario as well as the technology involved. Furthermore, the method, stimulating as it may be for students, is generally time-consuming for the teacher, both in the preparation and feedback stage. Even if Innovative ideas in teaching and learning process can make wonders in the Education field rather than following the traditional methods. The quality of Education must be improved to enhance the skills and practical knowledge of the students. Creativity of the teachers only helps the students to be active in the class room to make the teaching-learning process more effective.

Thus the English teacher must always be friendly with the learners to identify their problems, to be able to rectify them for the students in a friendly, non-threatening way.

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COMMUNICATION AND SOFT SKILLS FOR SUCCESS

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Abstract:

Communication skills and soft skills are the most important in the life of every human being. Apart from the knowledge in the field of technology, the forth coming decades demand the need for a holistic skill-set, attitude and positive personality in several fields. Today's world and its economic and political systems depend heavily on communication. New courses are being launched by Universities and other academic bodies to equip students with the necessary knowledge and skills to cope with the changing demands of the job sector.

Keywords: Effective communication, positive attitude, creative skills, be a team player, identify your soft skills.

Introduction:

Abraham Lincoln said if he had eight hours to chop down a tree, he would spend six sharpening his axe, By this saying, you understand that in communication, sharpening your axe means learning about communication skills. Communication is a central part of our lives. We can accomplish many of our aims and ambitions through communication skills. Communication skills are part and parcel of soft skills. Communication skills are mainly four types. They are LSRW (Listening, Speaking, Reading, Writing)

Communication Skills:

We have to learn the historical evolution and theories communication to understand communication skills in their right perspective. over the years man perceived communication is very important in the lives of human beings.

Evolution of communication:

Communication reveals a number of changes during the nearly 2005 years of heritage of the field. Communication is an ancient inter-disciplinary faculty in heritage body positioning and gestures in particular cultures from the part of research in Anthropology. These studies laid down the ground work for non-verbal communication sociologists and political scientists, voting behaviour and other facets of lives. During these same years, scholars in linguistics, general semantics focused on the nature of language and its role in human activity and also contributed to advancement of communication study.

Development of Human Communication:

A radical change occurred when humans moved into the age of speech and language. The printing press and process of manufacturing paper was important technological advances that eventually led to the use of print as a mass medium. Print media have remained most respected mass medium till today, through there is a channel boom. The technological inventions of telegraphy and telephony have changed our way of life. In a way it can be called an extension of oral communication system. Now with the 'internet', virtually linking all nations, the telephone has become the largest single integrated communication system ever devised so far, the e-mail, the voice mails are only pin-offs of the telephone system. The film industry and TV is a continuous public service medium for domestic consumption. New technology is converging technologies of microelectronics, computing and communications. Computer controlled aircraft, computer aided design, tele-medicine etc., are possible through this new technology.

Oral Communication:

It is a known fact that folklore and legendary grandmother's tales from part of a child that extends backward for many centuries and without doubt will extend forward into the distant future as long as humans who talk, laugh and cry are people of this planet. Written communication, Indians knew the art of writing as early as 2500 B.C. The written word had certain advantage as a means of communication. We have started from non-verbal communication and ended with the written communication.

Theories of communication:

One concerns with communication about the environment and the other communication among the humans. Communication scholars and sociologists have developed a few theories of communication.

Communication skills for Teachers:

Master in communication skills is an essential component for teachers. Recognizing the importance of communications skills, many academic institutions and companies started to train their employees in communication skills.

One of the great advantages of taking course in communication skills is get to practise in environment that provides honest and constructive criticism.

The essentials for good communication are.

- * Clarify ideas before communicating.
- * Examine the true purpose of communication.
- * Beware of the overtones as well as the basic content of the message.
- * Communicate with future as well as the present in mind.
- * Support words with deeds.
- * Be a good Listener.

Soft skills:

Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, with other people. A person's soft skill EQ is an important part of their individual contribution to the success of an organization.

There is a growing importance for soft skills in the present scenario. These are generally inter-personal competencies and difficult to define due to their subjectivity. They can not be measured. The term 'soft skills' is somewhat I feel one who is most responsive to change will survive. 'Soft skills' play a pivotal role in the careers of the employees. If you have soft skills, you can handle inter-personal relations, you can make appropriate decisions and you can communicate effectively. Continuous renewal of hard skills, soft skills in terms of teaching and training is called for. This will facilitate their being effective and successful.

'Soft skills' is a term which refers to personality traits, social graces, facility with language, personal habits, friendliness and optimism that mark people to varying degrees. Soft skills play a significant role in one's success in life particularly in one's profession. They help one to excel in the work place and their importance cannot be denied in this age of information and knowledge soft skills in the highly competitive corporate world will help you stand out in a crowd of regular job seekers with ordinary skills and talent.

In a survey conducted by an agency, the findings indicate that socially acceptable profile and skills are needed to make a good employee. The job seekers are expected to have what employers call soft skills. Soft skills are as important as traditional hard skills to an employer regardless of industry or job type. It is to be understood clearly that soft skills complement hard skills. At the same time hard skills cannot be replaced with soft skills.

'Soft skills' are very important in business. It is essential to be technically sound, but one should also have the ability to convey the idea to the masses in the simplest possible manner. 'Soft skills' cannot be taught. However, it can be developed through proper training.

'Soft skills' are categorised in the following manner. They are:

Soft skills- Social

- * Communication skills
- * Interpersonal skills
- * Positive attitude
- * Values
- * Perception
- * Etiquette
- * Creativity
- * Problem Solving
- * Decision- making

Soft skills- Negotiating

- * Coping with time
- * Coping with stress

- * Coping with emotions
- * Team work

‘Soft skills being internal and innate they can be acquired by constant practice.

How one can improve their Soft skills

Having identified certain skills that you need to improve and develop to match your job, you should then develop a plan, identifying your goal and the steps needed to achieve it. Keep the steps small and manageable and put them in a time frame, defining how you will know when you have reached your goal to measure your success.

Soft skills for Teachers:

Teachers play a significant role in the transition phase of students. This phase prepares students for their adult life. Possessing good soft skills will always strengthen teacher's confidence. One of the most vital soft skills required for a teacher is communication skill. Our educational system predominantly focuses on hard skills rather than soft skills. Hence it is essential for students to equip with soft skills.

Advantages of soft skills:

Your soft skills or people skills decide how fast and well you climb the ladder of success. Here are some of the advantages that your soft skills can reap for you:

1. They help you grow in your career.
2. They give you an eye to identify and create opportunities.
3. They help develop relationships with your colleagues and clients.
4. They develop good communication and leadership qualities in you.
5. They help you think beyond dollars.

After reading the advantages your soft skills can get you, you would want to know what is it that you need as a technical person to grow as a professional and climb the ladder of success.

Finally, I can say that communication's essential for the psychological survival of the human beings. Successful communicators share five common traits such as accurate perception, being precise, credible, controllability on their emotions and congeniality. Listening is an integral aspect of communication. True listening is done with our heart, eyes and ears. Good communication skills are fundamental to all relationships and one can learn these skills through practice.

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COMMUNICATION AND SOFT SKILLS FOR PROFESSIONAL TEACHERS: A NEW PERSPECTIVE IN TEACHER EDUCATION

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Abstract

The act of communication involves a sender and a receiver of message. The message is what is shared between two persons and either one reacts to the message or one does not react. When the communication is active there has to be interaction, interchange, dialogue and understanding between the persons who are communicating. Another important aspect of communication is that it presupposes a shared symbolic environment and a social relationship between those who take part in that communication. It can be said that communication is social and cultural togetherness. "Soft skills for teachers" is discoursed in various quarters as contemporary skills needed for teachers in the globe. Teachers have, like other professionals, hard skills. But, how far soft skills are absorbed to the profession of teaching is the pertinent question (Applied Educational System, 2016). This paper mainly objectives of the soft skills, nonverbal communications and communication skills. The first section deals with an analysis the impact of specific non-verbal communication on meeting learner needs. The second section includes the use of soft skills to promote teaching and learning. The third section delineates an explanation on how communication can be used in managing the behaviour of learners and the final section concludes on the summary of the ways how own communication skills could be improved to support learning.

Keywords: Communication, Soft Skills, Teaching.

Introduction:

The English word 'Communication' has come from a Latin noun '**communis**' and the Latin verb '**communicare**' which means 'to make common sharing and not just sending messages'. So communication is a social process and comprises of countless ways in which persons keep in touch with each other. The term also means to impart, participate to share or make it common. It is the key to all human actions. It can be said that communication is an ongoing process in the world of humans, animals and plants and is as vital as life itself. It is the name given to the various ways in which the humans keep in touch, like words, nod, smile, etc. In the Indian context, '**Bharatmuni Natyasastra**' gives an equivalent to communication, called '**Sadharanikaran**', which also means 'commonness'. According to this view communication

can happen among like minds called ‘**Sadrisya**’ (same heart). But it is also an inner ability that is acquired by conditioning culture, adaptation and learning. In the Indian context the emphasis is on the ‘**receiver**’.

Definitions of Communication:

1. **Carl Howland (psychologist):** ‘Communication is the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviour of the other individuals’.
2. **Oxford Dictionary:** ‘The transfer or conveying of meaning’.
3. **Calude Shanon:** ‘One mind affecting another’.
4. **Colin Cherry:** ‘Transmission of Stimuli’.
5. **Charles E.Osgood:** ‘One system influence the other’.

Communication can be divided into three major areas:

1. Verbal

- A. Spoken
- B. Written

2. Non Verbal

- A. Body language

3. Listening

- A. Active listening
- B. Passive listening
- C. Reflective listening

The most important type of listening is **active listening**. Active listening goes beyond regular listening as the listener encourage both the share of information as well as feelings. It is key to building relationship as it displays genuine interest.

Passive listening is appropriate when there is a key note speaker who does most of the talking and the audience is in the training or education mode.

Reflective listening is appropriate when the person is worried, frustrated, confused or upset. It is about acknowledging the feeling more than the content. One reflects or echoes what the person seems to be feeling.

Essential Soft Skills for Teachers:

Whereas an educator's proficiency in their subject area can be measured in terms of grades, certifications, and exams, there are some more intangible qualities that can't be measured that can help them become better, more effective teachers. Sometimes referred to as “soft skills,” these qualities can't be measured, but can still be developed over time to help educators better connect with students, colleagues, and parents of students.

Soft Skills for Teachers:

Regardless of whether you're an aspiring educator pursuing your degree, or have already been teaching for years, there is a list of soft skills for teachers that can help you get better at your job. In addition to clearly defining these skills, we'll also discuss ways to improve in these areas with actionable tips.

Communication Skills for Teachers:

Perhaps the broadest category — and arguably, the most important — of soft skills for teachers is communication. Teachers need to be excellent communicators and know how to speak to a variety of different people in order to do their job effectively. They need to be able to communicate with students, as well as with parents. In order to be a great teacher, educators need to know how to talk *with* people... not *at* them.

Communication Skills between Teacher and Student:

At the most basic level, a teacher's job is to educate students and convey information about a particular subject. It's not just regurgitating textbook knowledge, but rather, finding ways to make lessons engaging and to get students involved. Teachers need to know how to pivot their lesson plans, making them relatable to students by either comparing them to current events to help lessons sink in, or by tailoring lessons to better fit different grade levels or learning styles.

Beyond instructing students on course materials, teachers also need to develop lines of communication with students. In instances where children feel alienated or bullied, a teacher should be able to build trust with their students and use their communication skills to help students in need.

In order to foster a sense of trust and improve student-teacher communications, teachers should:

- Learn their students' names
- Understand students' likes and dislikes
- Praise good work and offer constructive feedback when a student does poor work
- Be observant of how each student normally behaves in the classroom and be alert if any behaviours seem unusual

Communication Skills between Teachers and Parents:

Teachers should strive to build trust with their students' parents. One way to do so is by listening to parents. While teachers may be used to leading the discussion in the classroom, they should be prepared to listen to parental concerns or in situations where a parent may help them try to understand a child's unique challenges.

Teachers need to convey to parents that they are invested in their child's progress. In developing an understanding of each student, teachers can also help parents understand their child's learning style, likes, dislikes, or any behavioural issues.

Some ideas teachers can look to in order to help build better communication skills with parents may include:

- Engaging in regular communication (face-to-face, email, phone) with parents to keep them informed of their child's academic or behavioural progress
- Not getting defensive if a parent offers a critique or defends their child's behaviour.
- Documentation of all communications with parents, including the date of the conversation, names of both parent and student, and a summary of the discussion

If teachers are hesitant to give out their personal contact information to parents, there are a number of programs and apps available to help open the lines of communication with parents and keep a written record of communications. Apps such as Remind offer two-way messaging between parents and teachers to help them stay on the same page. Other apps, like ClassTag, allow teachers to distribute newsletters, schedule parent-teacher conferences, and even enlist parents to help with class activities and create a more involved atmosphere.

Leadership Skills for Teachers:

Teachers need leadership skills in order to earn the respect of their students, parents, and peers. While the philosopher and politician Niccolo Machiavelli pondered whether it is better for a leader to be feared or loved, modern classroom approaches indicate that there needs to be a healthy balance. While teachers should always be kind and respect each of their students, they also have to demonstrate that there are consequences for bad behaviour. Allowing students to continue misbehaving without any consequences can encourage more missteps and can pose a problem for students in the long run.

Beyond becoming an empathetic, yet authoritative presence in the classrooms, teachers can continue to improve leadership skills by connecting with educators from other schools or from neighbouring districts. This can help them gain insight into how other schools and teachers operate, then refine their own approach.

Building Greater Cultural Awareness in the Classroom:

Classrooms are becoming increasingly more diverse. Students and teachers now interact with people from different cultural, demographic, and socioeconomic backgrounds on a daily basis. As leaders in the classroom, it's important for teachers to develop a knowledge and understanding of various cultures. Not only does it help create a more respectful classroom environment, but it can also help teachers better connect with students across a wide variety of backgrounds.

According to Dennis Van Roekel, President of the National Education Association (NEA), "Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well."

The NEA recommends incorporating materials that highlight the work of racial minorities and members of other marginalized groups within an educational curriculum. This can help to improve student outcomes by both creating an environment where a diverse student body sees that the contributions of minorities are valued, as well as building greater cultural competency among students. In order to create a more informed and inclusive curriculum, teachers and school administrators may consider conducting a review of existing curriculum or policies to see where they may be able to better diversify and improve the curriculum. For instance, teachers and principals may consider ensuring school communications with parents are available in languages other than English.

Teachers may also wish to conduct a self-assessment of their own cultural perspectives and/or (often unconscious) biases and work to actively learn more about students' cultures and life experiences in order to nurture greater understanding.

Social Emotional Learning (SEL) for Students and Teachers:

In today's scholastic environment, teachers are expected to do more than just... well... teach. In addition to being educators, teachers must also be problem-solvers and mediators, helping to de-escalate situations where tensions may run hot between students (and sometimes, faculty and parents, too).

Studying social emotional learning (SEL) as a methodology can help teachers, as well as students, be better equipped to handle complex problems. SEL teaches an awareness of emotions and what triggers those emotions, as well as how to deal with those emotions in constructive ways. SEL can help children and adults make better decisions and demonstrate greater empathy for others.

Teachers can lead by example, weaving SEL into the curriculum of a given subject area. For instance, in an English or history class children can be encouraged to talk about a character's actions in a story, or what may have prompted a historical figure to respond the way he or she did — as well explore the consequences of those actions. Group projects, where students work to divide tasks among one another under the supervision of a teacher, can also be an example of SEL-in-action and develop their own problem-solving skills.

This paper mainly analyses the soft skills: nonverbal communications and communication skills. The first section deals with an analysis the impact of specific non-verbal communication on meeting learner needs. The second section includes there view of communication method and skills used to promote teaching and learning. The third section delineates an explanation on how communication can be used in managing the behaviour of learners and the final section discusses on the summary of the ways how own communication skills could be improved to support learning.

Nonverbal communication is the process of communication through sending and receiving wordless cues between people. Messages can be communicated through gestures and touch, body language or posture, physical distance, facial expression and eye contact, which are all types of nonverbal communication. Speech contains nonverbal elements known as paralanguage, including voice quality, rate, pitch, volume, and speaking style, as well as prosodic features such as rhythm, intonation, and stress. Likewise, written texts have nonverbal elements such as handwriting style, spatial arrangement of words, or the physical layout of a page. However, much of the study of nonverbal communication has focused on face-to-face interaction.

Analysis the impact of specific non-verbal communication on meeting learner needs in teaching learning process: A teacher's perspective:

The soft skills plays significant role in meeting the needs of teaching learning process. The non-verbal communication shows many aspects of teaching learning in classroom. Saravana Kumar (2015) shows, after observing a classroom, how the non-verbal communication affected a teaching learning process below:

Observed non-verbal behaviour of students	Students' Behaviours	Impact of the non-verbal behaviour on teaching/learning
keeping constant eye contact with teacher	Students are attentive to the learning and teaching process	Both teachers and students share the non-verbal behaviours while teaching learning process going on. These behaviours help both of them to reflect and understand the subject being taught. Most of such behaviours are helping to comprehend in addition to what is spoken in the class
Smiling	Students are happy with teachers and have pleasant relationship with teacher	
Clapping their hands	Encouraging other students when they give correct answers	
Raising their eyebrow	Students are surprised over something, which seemed to be unbelievable	
Long Breathing	Give the students relief after some tire occupation.	

The non-verbal communication skills are very useful and encouraging to both the students and teachers to keep a good rapport. Therefore, the soft-skills of non-verbal communication contribute to the teaching learning process.

Use of soft skills-communication skills used to promote teaching and learning: Students' Perspective:

The analysis of students' feedback with regard to the effect of communication skills of teachers among students shows that the soft-skill of various communication skills of students have a lingering impact on students. A class observed by teacher show the impacts on the part of students below (Ibid, 2015). The notes made by the *learners* on the role play, presented in tabular form as given below.

Observed communication skills of <i>teachers</i>	Strengths/Limitations	Impact of the communication skill on teaching/learning
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Verbal	Can convey what is intended correctly without any ambiguity,	Different communication skills help not only teachers, but also students a lot. Correct communication skills could be selected to make better teaching learning process and make learning happier and informative.
Body language	The attitude could be understood	
Written language	Can store meaning for the future uses	
Graphic	Very explanative, easy to understand	
Facilitative	Supportive for learning and help to solve problems	

This chart shows clearly how the communication skills of teachers impact on the part of teaching learning process and the attitude of students towards learning.

Explanation on how communication can be used in managing the behaviour of learners.

Both verbal and non-verbal communication are supplementary constituents of the entire process of interaction (Jazeel and Saravanakumar, 2015). Failure in the part of interpreting and communicating verbal and non-verbal signals may end up in learner behaviour problems. Teachers should know the typical behaviours and the meaning of the behaviours so that teachers can adopt these behaviours of students for promoting learning teaching paradigms.

In order to manage the behaviour of learners, teacher can adopt some activities in learning teaching process. Teachers should address in the learners communication skills. When teachers use the communication skills which are not understood by students, there arises communication gap and teachers cannot convey what is intended to be conveyed. Further teacher should also plan and develop appropriate communication skills. Students should be empowered through negotiation. Their inabilities should be discussed and the ways and means should be found through mutual discussions. This will manage the behaviours of learners. Students should also be supported in unfamiliar situations. The students are less experienced and they need a sort of support from teachers. The inappropriate behaviour should be changed. The students should be given proper counselling to change positively for better behaviours. There are some other means such as establishing acceptable levels of work to enable learners to promote appropriate behaviours towards teachers and others. They are also method of managing behaviours of students. The learners behaviours could also be modified through

encouraging learners responsibilities. The learners can be given group work so that they will become more responsible. Peer teaching, small group contracts and modelling and discussions are some of the mechanisms which help modifying the behaviours of students (Utopia, 2016).

Conclusion:

Effective learning teaching process depends on the nature of communication skills of the teachers. Hence teachers should correct their own communications skills to suit the need of the students for better teaching learning process. In the use of language, teachers must adopt proper tone, pitch, body language and legibility. Teachers should also mind of good grammar, the audience, and other skills such presentation skills, use of questioning, etc. On the other hand, one teacher cannot be expected to have all such skills and language aspects in communicating with students. Nobody is perfect. However, these skills and aspects could be improved to a great extent through series of practices and other mechanisms. Teacher should also be happy to learn the best practices from other teachers. They have to reflect their own lesson presentations. The shortcomings should be improved in the next sessions. Teachers also need to welcome feedback of students and others to improve his own communication skills. The teachers should keep on learning better communication skills from experienced people, books and journals. It is nothing wrong to get support from the experts in communications skills.

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PROFUSENESS OF COMMUNICATION SKILLS IN MAHATHMA GANDHI : AN ANALYSIS

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Abstract

The art of Communication is the Language of Leadership- James Humes. Hence, it is clear that being able to communicate effectively is perhaps the most important of all life skills. It is the skill which enables us to pass information to other people, and to understand what is said to us. It is a part of soft skills. One can watch a baby listening intently to its mother and trying to repeat the sounds that she makes to understand how fundamental is the urge to communicate. Profuseness of Communication skills in Mahathma Gandhi Mahathma Gandhi, who was known as the father of the nation was a good communicator. It is a fundamental principle that a good communicator must be a good listener. Moreover, the leadership starts with listening. If we observe Mahatma Gandhi proved himself as a mass communicator by his strong built of character, reasonable and logical thinking and ability to rouse emotions and desirable sentiments among the people. He inspired the people of India with his motivational speeches and left a polite warning to Britishers. Most of the people were impressed towards his speeches and followed him. The best example is his simple mantra to people at the time of freedom fighting was do or die at the time of Quit India movement. Hence, this paper focuses on Gandhiji's way of polite and impressive communication in various situations which made him the father of nation and which made him to be the national leader.

Key words: communication, skill, listener, leadership, emotion, soft skills.

Mahathma Gandhi

Mohandas Karamchand Gandhi, familiar with the name of Mahathma Gandhi, is also known as 'Father of the Nation'. He was born on 2 October, 1869 in Porbandar, Gujarat, India. He was an Indian Lawyer. Mahatma Gandhi was a man of great character. He always favored the truth and honesty, condemned violence, kept himself away from the materialistic desires and walked a path of high moral. He had played an important role in India's freedom struggle. He was a worldwide celebrity.

Gandhiji – A Good Communicator

Mahatma Gandhi proved himself as a mass communicator by his strong built of character, reasonable and logical thinking and ability to rouse emotions and desirable sentiments among the people.

Gandhiji's success as a communicator was due to the various strategies he has insightfully designed to communicate with the people of India. The language & the style of Gandhiji & his use of the verbal & nonverbal resources for communicative purpose play a vital role to made Gandhiji a good communicator. He always used simple & sweet language as he should be understandable to all categories of people. According to Communication Theorists communication is nothing but sharing of meaning. Gandhiji was fearless and eloquent in his words. He recognized that communication is the most effective tool to share opinions and mobilize popular support.

Assertive communication is the ability to communicate firmly but politely. Mahatma Gandhi was a great communicator who never compromised with his principles but expressed them politely and adopted them firmly. He communicated with the people through practice and by setting an example.

Soft Skills in Gandhian principles

It is clearly observed that the soft skills, what we are trying to learn now a days & what everybody must learn for better survival in the society, can be seen in Gandhiji's life. He followed the skills in his daily life. Understanding Gandhian principles is equal to learning soft skills. The following soft skills can be seen in Gandhian Principles.

Leadership:

Soft leadership is a combination of people skills, interpersonal skills, communication skills, and emotional intelligence of leadership is about handling people with soft skills. Gandhi learnt his Leadership skills during his years in South Africa. A critical success for Gandhi was the support he got across the nation and in the international community. A significant part of this was due to his extraordinary persistence once he had articulated his vision and his methods. His determination in following through on what he preached was often at cost to his own well-beings.

Ideas travel very fast. Gandhi is a fascinating figure. He was a wonderful strategist, showman and leader. He had an amazing public relations network and a very good relationship with the press then. For instance, the Dandi march, if Gandhi had gone there quietly, it would just not have made an impact. He knew he had to create an event to make an impact and so he took his followers on a march that stirred popular imagination of the time. He had a total understanding of the human psychology and used it along with his public relation skills. Mahatma Gandhi was a leader who kept working on himself till he became the man worthy of gaining a country's following. Leadership is a necessary part of the social process. Under his leadership all the people are united raise their voice against British.

Teambuilding

Teamwork skills consist of interrelated abilities that let you work effectively in an organized group. Gandhi led a team of stalwarts, each of who had their own thoughts, ideas and

plans. But Gandhi did not let the many differences in opinion affect the way ahead. He ensured that he resolved each and every conflict - big or small - so that his team did not deviate from their mission: winning India her independence. Gandhi coined the term Sarvodaya, meaning “universal uplift” or “progress of all” in 1908. Back then, he meant it to be a social movement in post-Independence India to ensure that self-determination and equality reached all strata of India society. He made all in his team feel special & that's how he won everyone's heart & effectively managed conflicts in his team.

Punctuality

Gandhiji was a man of punctuality. His watch never left his side. It was the first thing Gandhi reached for when he rose each morning at 4 a.m., and the last thing he checked before going to bed, often past midnight.. He consulted it frequently through the day so as never to be late for an appointment. He called Abha & Manu as his time keepers. When Gandhi was in a meeting they used to remind him the time for another work or prayers. Gandhiji was known for his punctuality. Just before he was assassinated, he was upset for being ten minutes late to a regular prayer meeting. He was assassinated on 30th January, 1948.

An important meeting was being held for the leaders of India's independence movement. Eminent persons like Gandhi, Nehru, Tilak, Azad and Patel were in attendance for chalking out the future strategy to throw out the British rule from the country. The meeting began, but Tilak could only come to the meeting five minutes late. Gandhiji stopped the proceedings, looked intently at Tilak and exclaimed: “If India's independence from the British rule will be delayed by five minutes, Tilak will have to take the blame for it.”

According to Nina Martyris, Gandhi's legendary punctuality was the complete opposite of the stereotype of Indians' having a relaxed attitude toward time and their ignoring of the ideal of punctuality for appointments. Gandhi gives us a profound example of making the most of "soul time" that is rich, textured, and expansive

Critical Thinking.

Critical thinking might be described as the ability to engage in reflective and independent thinking. Critical thinking is required to recognize biased view points & persuasive arguments which influence the reasoning power. Gandhi's critical attitude s modern civilization is an effort in asking the right questions at the right time about whole inherited ideas on thought and action Mahatma Gandhi in March 1930 addressed the nation in a newspaper Young India and expressed his willingness to suspend the movement if his eleven demands get accepted by the government. But the government at that time was of Lord Irwin and he did not respond back to him. As a result, Mahatma Gandhi initiated the movement with full vigour. He inspired moral and political leaders such as Martin Luther King Jr., Nelson Mandela, Vaclav Havel, the Dalai Lama, and impacted social and political movements in Latin America, Asia, the Middle East and Europe. Moreover, even in today's world the Gandhian Principles in movement of Catalonia is showing the world, democracy is not only about

institutions, law-making and carrying on governmental administration by means of popular suffrage and elected officers. A hard look at the campaigns he designed would give an idea of how detailed his strategy was. From protests at Champaran and Kheda in 1917 to non-cooperation movement, Dandi march, and quit India movement was all patient build-up over the years, with each serving different purpose.

Interpersonal Communication.

Interpersonal communication comprises the sending and receiving of a message between two or several individuals. It includes the following dimensions: listening, persuading, asserting oneself and non-verbal communication, that is to say signs sent by the body during the process of communication. Communication skill separates great leaders from the pack of good ones. When Mahatma Gandhi was born, Britain had become the most powerful and almost invincible nation. He understood quite early that Britain cannot be defeated by violence. Hence, his entire strategy was devised around "ahimsa" (non-violence). In Gandhi's communicational approach, we find a great sense of empathy. More broadly speaking, the interactional approach of co-constructing meaning seems to lie at the heart of his methodology, enabling him, on the one hand, to succeed in convincing his interlocutors and, on the other, to impart a highly symbolic dimension to his collective actions.

We will see that in all his contacts, Gandhi was fully aware of these modalities and details. Empathy and emotion are two fundamental dimensions of such an approach. An interesting study which combines psychoanalysis and the political dimension of nonviolence supports this line of thinking; in a nonviolent struggle, *satyagraha* must stir the moral conscience of every citizen so that public opinion understands the soundness of the cause and the need to support it. We must, as Gandhi says, "touch the hearts" of the people. Now, for Gandhi as for other theoreticians of nonviolence, the heart designates moral conscience not in the Freudian but in the Kantian sense of the term.

Peace, sustainability & Empathy

There are many worthy and apparitional ends or goals which humanity strives for. Some of them are critical to our sustenance and welfare. These are peace, sustainability and empathy. "Non-violence is the greatest force at the disposal of mankind" Gandhi asserted. Peace, he showed, can be ushered in by mainstreaming its components manifested through non-violence, tolerance, patience and understanding, in all of our words and actions. Empathy must be revealed in all our motives and actions. Yet, we are witness to gross absence of empathy, even during the ongoing novel coronavirus disease pandemic. The scenes of migrants trudging hundreds of kilometres home from the cities, jobless and uncared for, are heart-rending.

Our ability to care for, help and cooperate with each other is the cornerstone of human culture and also one of the keys to cultural transformation for a thriving civil society, respectful debates and discourses and a humane world

Conclusion

It would require too much space to mention here all the instances in Gandhi's autobiography where he acted in accordance with the principles of communication & soft skills respectful of human beings and seeking to build a positive and peaceful relationship. On each occasion, whenever Gandhi acted, he always asked himself the same questions: Who is this person? What does he think? What is of interest to him? How can I convince and inform him? Now, this is precisely what constitutes the first stage of interaction-based communication. Furthermore, he always made a distinction between the man and the office he held to avoid making any value judgment about his interlocutor. He considered holding office a responsibility and a duty for each one, as illustrated in the way he spoke about British civil servants. Likewise, he was always respectful of all forms of civility, especially in his prolific correspondence with various viceroys.

V. S. Naipaul had words of admiration for Gandhi: "And in the third strand of his extraordinary development he looked deep into himself, to his soul, his spirituality, team building, adaptability, which increasingly he saw as an expression of his social and political work" This supports our initial intuition, which has been our guiding principle.

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WHY DO THE INDIAN STUDENTS NOT LEARN THE BRITISH PRONUNCIATION SERIOUSLY AND RETAIN IT?

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Abstract

It is the experience of every English teacher that the first year students of engineering either smile or laugh at the English pronunciation rules, especially the British Pronunciation rules, when they are introduced to them completely for the first time. They also know from their experience that their students will not retain them after the English lab examination is over. Being an assistant professor of English at an engineering college, I also have been experiencing the same for last 4 years. A few days ago, I wanted to find out why it is so. Then, I conducted a test on pronunciation, using 20 words which have a difference between their British pronunciation and American pronunciation. I am going to discuss the result of the test below. Also, I am going to explain the reasons behind the Indian students being not so serious about the British pronunciation and then, I shall make some suggestions that can be followed in English classes and labs so that the students will learn and retain the British pronunciation for long, which are the aims of this paper.

Key words: Indian students, British pronunciation, not serious, reasons, suggestions.

Introduction

Most of the Indian students of today are studying in English medium. Though they are communicating or trying to communicate in English, they are not following either the British English or the American English strictly in their pronunciation. To say in simple words, theirs is a mixed pronunciation of the both. They are using these two as per their convenience. They are not taught the pronunciation rules until they reach at least class 10. Even when they are taught the British pronunciation rules, they are not exposed to the environment in which they can use them, and so they can't remember them for long. In intermediate, many colleges do not teach them as they can be left as a choice question. So, the first year students of engineering are likely to feel that the British pronunciation is quite strange.

Aims of this paper

To explain the reasons behind the Indian students being not serious about the British pronunciation and help the teachers by suggesting some ways to teach the British pronunciation easily.

Findings and Discussions

Test on pronunciation

Name of the Scholar: Maruthi Krishna Nivarthi.
 Name of the College: Narasaraopeta Institute of Technology, Yallamanda.
 Sample : Students of B.Tech. I year.
 No. of participants : 20.
 Name of the Student: _____
 Branch : _____
 Roll no : _____
 Signature : _____

S.No.	Word	BrE	AmE/AmE
1.	Stop	/stɒp/ ()	/sta:p/ ()
2.	Plot	/plɒt/ ()	/pla:t/ ()
3.	Bottle	/bɒtl/ ()	/ba:tl/ ()
4.	Soft	/sɒft/ ()	/sɑ:ft/ ()
5.	Cotton	/kɒtn/ ()	/ka:tn/ ()
6.	Bar	/bɑ:/ ()	/ba:r/ ()
7.	Park	/pɑ:k/ ()	/pa:r/ ()
8.	Dark	/dɑ:k/ ()	/da:r/ ()

9. Hair	/heə/ ()	/her/ ()
10. Fair	/feə/ ()	/fer/ ()
11. Care	/keə/ ()	/ker/ ()
12. Share	/ʃeə/ ()	/ʃer/ ()
13. Mare	/meə/ ()	/mer/ ()
14. Smart	/sma:t/ ()	/sma:rt/ ()
15. Normal	/nɔ:ml/ ()	/nɔ:ml/ ()
16. Dog	/dɒg/ ()	/dɔ:g/ ()
17. Got	/gɒt/ ()	/ga:t/ ()
18. Slow	/sləʊ/ ()	/slou/ ()
19. Road	/rəʊd/ ()	/roud/ ()
20. Roam	/rəʊm/ ()	/roum/ ()

Firstly, after confirming that the pronunciation rules were not taught in their previous classes, I took 20 students of the B. Tech. first year who had recently joined engineering. Then, I conducted the test which is being shown above by pronouncing both the British and the American pronunciation for all the words myself and asking them to write a tick mark against the pronunciation that they are using for those words. After the evaluation had been done, I could easily come to a conclusion that their pronunciation was neither completely the American nor the British. It was a mixed one. In fact, it was the American pronunciation that they were using for most of these words as 5 of these students wrote a tick mark under the American pronunciation against 15 or more than 15 words. Shockingly, all of them wrote tick marks under the American pronunciation for 10 or more than 10 words. Then, on conducting research based on the data given above, I could find some reasons for the Indian students not being serious about the British pronunciation. They are discussed below.

*Firstly, the Indian students do not learn the pronunciation rules until they start studying class 10, and though they are taught pronunciation rules in class 10, it is only for a short time as they will not get the students more marks in the final examination. One can have a look at the model paper of class 10 to confirm this. Secondly, though there are lessons on

phonetics in Intermediate text book, many intermediate colleges are not teaching phonetics and are leaving that topic as a choice question. So, naturally, when we start teaching phonetics in the first year of engineering, they feel that many sounds are strange and funny.

*The fact that “r” is a silent letter in most of the words in the British pronunciation, as shown in the Oxford Advance Learner’s Dictionary and Infotech English Text Book for the JNTUK engineering students, is making the Indian students feel that the British pronunciation is amusing. For example, they start repeating the pronunciation of “car” for fun when we teach them that it is pronounced as “kaa” as “r” is a silent letter in British pronunciation when it is not followed by a vowel and inform them that they have been pronouncing it as “kaar”, which is wrong in British English. Like this, the pronunciation of fare, mare, stare, share, care, fair, hair, smart, normal, bar, park, dark, park, etc. is strange to them as “r” is a silent letter in all of these words.

*The symbol /**D**/ in the British pronunciation is also making them feel that the British pronunciation is strange as they pronounce it as “aa”. For example, “cotton” is pronounced as “kotn” in the British English, but the students pronounce it as “kaatan”. The other examples are stop, plot, bottle, etc.

*The next symbol I should mention is /**æ**/ . In many words, as one can see in the OALD, /**æ**/ sound in the American pronunciation is pronounced as /**ɑ**/ in British English. For example, the word “last” is pronounced as “lyaast” by the Indian students, which is right in American English, where as it is pronounced as “laast” in British English. The other examples are fast, caste, blast, draft, grass, master, etc.

*The syllable based “stress” is a more confusing topic in the British pronunciation for the Indian students. To specify, it is the syllabification which is making them feel that it is very difficult to learn “stress”.

*Though the English teachers teach all of the symbols and rules and make the students learn them, they will forget them very soon after the first year as there is no English subject after the first year in the Indian engineering colleges. One can check the course structure of the JNTUK R16, R19 and R20 regulations to confirm this. Though many colleges are conducting campus recruitment training classes, there is no guarantee that the British English is taught in them.

The following are some social and economic reasons which are making them be away from learning the British English and its pronunciation rules.

*For some decades after India got its independence, many Indians were of the opinion that they should hate and do not learn English as it was the mother tongue of the British. So, the feelings of patriotism kept them and their children away from learning English. They tried to learn only native languages. Because of this, many words which had been introduced to the Indians through the British education might have gone out of use. Later, because the Indians

started studying and doing jobs in the U.S.A., the Indians started using the American English pronunciation.

*After the Indian people understood that English is an international language which is capable of getting jobs to its learners and ensuring development and safety IN India and abroad, the then Indians started getting their children educated through English medium though this was confined mainly to the cities and the towns at the beginning. Later, they found that the U.S.A. was the country whose immigration policy was so good for the experts that it became the destiny for many experts. They also came to know that the American companies pay the best salaries in the world. So, they started encouraging their children to learn American English and its pronunciation. Also, the Indian experts who had already started working there started giving reference for many Indian aspirants of the jobs in the U.S.A. Today, as everyone knows, the CEOs of many software companies including Google and Microsoft in the U.S.A. are Indians and they are willing to take more Indian experts into the American jobs. As there are many opportunities for the Indian professionals like engineers, etc. in the U.S.A., the Indian engineering students hope that one day, they will go to the U.S.A. but not England. So, naturally, they are more interested in the American English and its pronunciation rules.

Here, I would like to mention the figures of the Indian immigrants to the U.S.A. A report of the Ministry of External Affairs says that 32 million NRIs and PIOs are residing in other countries. Among these countries, the country with the highest number of immigrants is the U.S.A.(with 44,60,000).In this report, England stands at the sixth place with 17,64,000 though its currency Pound is equal to 102 Indian rupees ,where as the U.S.A. dollar is equal to 73 Indian rupees. Another survey says that the total number of companies set up by the Indians in America is more than that of any other country. According to the Businessinsider website, for the year of 2020-21, one lakh and eighty four thousand Indians applied for H1B Visas. As per the Wikipedia website, a survey conducted recently says that 23% of the graduates from the Indian Business Schools join jobs in the U.S.A. These figures are enough for anyone to understand how much important the American English is for the Indians.

*The next reason is that most of the famous book publishing companies in India have their head office in the U.S.A. Harper Collins Publishers, Macmillan Publishers, Random HouseIndia, etc. have their head offices in the U.S.A. So, naturally, the books published by these companies may use American English in them.

*Though the Oxford Advanced Learner's Dictionary is published at Oxford University Press and is using the British pronunciation mainly, it is a fact that most of the average-educated Indians and the Indian students do not refer to it when they get doubt about the pronunciation of a word in English, instead they follow their own way of pronunciation which is not close to the British pronunciation. Now-a-days, many Indian students are using online

dictionaries or dictionary apps in which there may or may not be the British pronunciation given.

*Many American universities are conducting online courses like 'coursera courses', which is resulting in the learning of American English and its pronunciation rules by the teachers and the students.

Conclusions

*Now, as it is clear that the Indian engineering students are not serious enough to learn the British pronunciation that we teach for they hope that they will go to the U.S.A. one day as there are many opportunities for them in the U.S.A. and they are not going to use that in their day-to-day communication, it is suggested that the English teachers should make them understand that it is England where English was born and they should learn it first so that they could learn the other types of English pronunciation easily through it.

*The fact that the British ruled India for more than 100 years can be explained to them so that they can understand that there are many words in their communication which belong to British English.

*The teachers can convince them not to treat English as a language which they should not learn because of some patriotic feelings by saying that today, England is one of the biggest business partners of India and a tall statue of Mahatma Gandhi was erected against the British Parliament by the British.

*The teachers can explain that the British pound is more valuable than the American dollar to make them get the thoughts of keeping England as an alternative country for their future job and start taking the British pronunciation seriously.

*They can explain that there are many Indians even in Britain who are ready to help their juniors or the young men in India in getting jobs there.

*To make the students not to feel that the English pronunciation is strange, the English teachers can teach the phonetic symbols by comparing them to the letters/sounds in their mother tongues. I hope that these suggestions will help the teachers a lot.

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THE ROLE OF LEXIS IN LANGUAGE ACQUISITION: 'POSSIBILITIES AND LIMITATIONS

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Abstract

Lexis plays a key role in language acquisition. It's one of the components of expressing one's expression. "Lexical Knowledge is central to communication competency and to the acquisition of a second language (Richards: 1992)." It is important to have the definition of lexis and its distinction with vocabulary, syntax and semantics before discussing the research limitation and lexis. In addition to the study of morphology, syntax, phonology, semantics and practices, grammar is the set of structural rules that govern the composition of clauses, phrases and words in any language. Lexis is the total stock or lexicon. This paper studies certain limitations and possibilities of vocabulary teaching for technical students who are pursuing B.Tech in Telangana. As vocabulary significant in second language learning and assists them transmitting messages and acquiring those words is important to comprehend grammatical structures, which is required for enhancing their communication abilities. This article examines the limitations and possibilities of vocabulary teaching for B.Tech technical students who are not native English speakers but have English as their medium of instruction. Vocabulary assists in the efficient exchange of messages. Learning a language necessitates the acquisition of vocabulary that is incorporated in suitable grammatical structures. The development of new vocabulary acts as a instrument of success in the learning process. However, lexical knowledge is a multifaceted component of language proficiency. It necessitates the ability to identify patterns and implement them appropriately. The difference between lexis and words is illustrated in the following example.

Keywords: lexis, acquisition, possibilities, limitations etc

A lexeme may also be a part of another lexeme, e. g. speak, speak slowly, etc. In its broader sense, "lexeme is also used synonymously for 'word' to denote a lexical unit or element of the vocabulary" (Bussmann 1996: 273). This interpretation is consistent with the description of the category provided in more detail by Burkhastnov "lexical item is a basic category in both lexicology and lexical semantics 1998:1)."

Needs Analysis

Engineering students must learn successful lexis (vocabulary) throughout academies in order to use it in a variety of circumstances in the workplace. "The center of learning and communication is vocabulary and lexical units. Without the use of vocabulary, no amount of grammatical or other forms of linguistic information can be used in conversation or discourse. Indeed, vocabulary and lexical expressions can sustain a great deal of rudimentary communication without much support for other aspects of the language system (Jack. C. Richards: 12). But they ignore the new words come across during the course from text and another situation. Even by referring a dictionary just they go through the meaning and ignore the lexemes and lexical units. Despite of tasks and practices of retention and implementation of day-to-day communication, lexis is taught in a conventional mode. Although teaching occurs in professional institutions, teachers literally write new words on the chalkboard. This approach helps students to comprehend the lesson. For the time being, forget the words. As a consequence, it is the teacher's duty to promote creative tasks and activities in order to increase the retention of word power through tasks and activities. So that they can easily communicate in the workplace, whether verbally or in writing. (Hunt and Beglare, 2005: 2). Who says that "acquiring an appropriate broad vocabulary is at the heart of language comprehension and usage for language learners"? (Lewis, 2000: 8). Or that "the most striking difference between international learners and native speakers is the number of words each group has" (Laufer 1998: 255).

Possibility

Adopting relevant techniques to achieve teaching objectives is an important part of becoming a technical institution teacher. Teachers have a lot of space to come up with new assignments and exercises to help students improve their lexical skills. "Vocabulary involves a particular approach that integrates explicit attention to understanding the lexical objects themselves," says Lauter (2005: 223–250). According to (Schmitt and Clapham 2001:53), vocabulary is "the building block of language" and one of the essential components of language. Teachers should perform assignments and activities on the following aspects in the classroom or in the language theatre to help students improve their word strength.

- Activities in the target language for listening and reading
- Activities including similarities and translation
- Operation retention, replication, and recycling
- Activities that facilitate vocabulary creation using dictionaries and other tools
- Content and practical word practices.

Teachers and students must cooperate and organize in order to carry out such activities. The teacher encourages learning by offering facilities, while students must engage enthusiastically in such activities in order to learn new words.

Limitations

The acquisition of vocabulary is still an unknown; it is important to learn progressively over time via different exposures. The gradual essence of vocabulary development shows up in a variety of ways. Based on my previous experience, it is simple and successful. This popular scenario illustrates that there are different levels of comprehension and implementation of a term. Receptive knowledge is the capacity to comprehend a word and is generally correlated with listening and reading. It is called efficient awareness to use a word while speaking and writing (passive/active are two separate teams). Technical students are able to understand while teaching a text or providing directions, but lack the word power to engage in a range of oral and written activities in the language theatre. The two most critical aspects of the words are their form and use, all of which take further practice to learn. However, the possible information that can be learned regarding a word is immense and varied. According to Country, a student must be able to identify words by their context, written and spoken forms, grammatical actions, collocations, register, associations, and frequency

Activities

Identification of lexis and words

Though it is an easy and straightforward job, it improves lexis and word knowledge in a realistic manner.

Procedure

As a facilitator, the instructor must create an environment in which students can learn the word power through different exercises and tasks. Part of it asks students to shape pairs first, and then each pair is given a list of four sentences to distinguish content and structural words using the letters c for content and s for structural words. Before starting this assignment, the instructor must clarify the differences between lexis, structural, and content words. Students are taught to distinguish between lexis and words as a result of this. In this practice, students study lexical units, words, and lexis. The following four sentences about the second unit of advanced English communication skills are delivered to III B.Tech students using this technique (vocabulary enrichment).

1. Some students like to study in the morning
2. John goes to library and studies everyday
3. The students are preparing because they have a test tomorrow
4. Vijayawada is a wonderful place to study.

These sentences are broadcast to all of the students' stations in the language theatre through the instructor console, instructing them to take notes and complete the task as instructed. They are advised to exchange their note books and make any required corrections after the results. Students are encouraged to consult e-dictionaries after making corrections to double-check content and structural terms, as well as the distinction of lexis and words from content words. The lexis, material, and structural terms were highlighted by the teacher in his

console. This assignment helps students to first learn the contents and structural words, as well as the distinctions between words, lexis, and lexical unities. As a result of the students' active involvement, it is a task that could be used to teach technical students vocabulary.

Conclusion

This paper concentrated on the practical concerns that technical students face while studying vocabulary. It also covered lexis, words, and lexical unities terminology. A test is offered to technical students and the results are clearly specified with a few proportionate tasks and activities.

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INNOVATIVE TRENDS IN ENGLISH LANGUAGE TEACHING

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Abstract

As it is used in communication, internet communication tools began to use in education especially in English language learning. New trends technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking, and listening skills of students. English is the only valid language that can be understood by everyone all around the world. Students learn faster and easier than before because of the use of technology in schools/colleges. If they are trained during their school years, they have the chance of becoming experts in technology. It is proved by the researches that have been done; early beginnings are always beneficial. Learning English through the web and using new trends in education in schools make students willing to learn the language. The aim of this paper is to review technology in English learning activities and internet communication tools which are being used lately by instructors and learners. The study was conducted on the base of literature survey. Also this study looks at Web-based English language learning tools, and tries to give information about internet communication tools also it is mentioned that how the teachers or instructors make educational environment more enjoyable. It is quite clear that English has become a necessity tool today. We need it in different fields of life. Web based technologies and powerful internet connections provide various new possibilities and latest trends for teachers and students.

Keywords: Communication, Technology for language learning, interactive learning, Enjoyable & possibilities

Introduction

Teaching is a complex, Challenging and creative task. Predictable and traditional methods of teaching disengage the students, making them lose interest in learning. Figuratively, most of the younger generation seem to be handcuffed to their mobile phones. They often attend lectures in college without their note books or textbooks, but they never fail to carry their mobile phones with them at all times. Though many colleges in India have laid down a rule that states that students should keep their mobile phones in silent mode or switched off, teachers often notice students stealing a look at their mobile phones under their desks. With permission from the higher management, mobile phones and smart boards are now being used to teach English in our classrooms. When modern tools and mobile phones are used in teaching, they promote peer contact, and improve collaborative and interactive learning among students. This paper tries to explore these issues.

An aspirational India wants to learn English primarily for achieving literacy in English for acquiring basic proficiency in English, and for improving the language skills that will help them move up the ladder of social success. English is not the language of transaction in rural

areas and teachers labour hard to master the language which they do not use regularly outside their classes. The English language skills of the teachers in rural India are woefully inadequate and when such teachers teach English, the students learning of the language suffers. How can we upgrade the language skills of these teachers so that ultimately the students would be able to gain proficiency in English? Can technology be effectively leveraged to help school teachers attain a reasonable degree of proficiency in English? Can we tap the huge potential of educated Indians who are willing to help in the mission to upgrade the language skills of rural teachers?

English has come to represent a symbol of people's aspirations across India and proficiency in the language helps them to participate in various spheres of activity. In a country that is rich in diversity like India, English is seen as a binding force. Students from non-English-speaking backgrounds, especially from the rural and semi-urban areas of India, struggle to learn the language due to a variety of reasons. Though they are very good in other subjects academically, their lack of skills in English leaves them behind, especially when they migrate to cities for the purpose of higher education or to seeking employment. Competitive exams call for English as a medium of examination. This is a major area where rural students lag behind and here is where the divide becomes more prominent.

The biggest challenge faced by any teacher of the English language is to find the tools that help engage the students in classrooms. Students seem to display a lack of interest and apathy when learning the language. They are often caught playing on their mobile phones during the class. The phones that distract the students can, however, be used by them as a learning tool.

Students Activities

Students were asked to watch YouTube videos of an interview with any renowned singer and youth icon. They were asked to observe the way he spoke with a strong American accent, but when he sang, he pronounced ant regional language words correctly.

Students were shown international advertisements for shampoos and detergents, and in small groups they were asked to customize the advertisements to appeal to an Indian audience.

Students were asked to use their mobile phones to record a situational dialogue set in a formal context. For example, the openings of a bank account, a mock interview, and so on. They were encouraged to play it back to help them identify and correct any errors.

Students were asked to write in Instagram and Blogger. They were given the opportunity to voice their views on a medium that is highly interactive. They received instant feedback from their friends.

Students were shown short movies and video clippings, and were asked to discuss and write reviews based on group activities.

Students were asked to have a Skype conversation with their friends or relatives living in abroad.

Problems Faced

Watching the video clipping and movies seemed to interest the students. The response was tremendous when they were asked to discuss what they had seen. However, the students were reluctant to take up written activities, such as writing a review or a blog. Very few students participated in this. Live streaming was interrupted during the Skype sessions because of technical problems. These activities seemed to work well and produce the expected results when the strength of the class was smaller, around 15 to 20 students.

Conclusion

The Mobile English Classroom is a bold and innovative experiment which can fulfil the need of empowering rural teachers by developing their English language skills. It is effective for adult learners who have neither the means nor the avenues for attending regular English courses. The mobile revolution has come as a great boon in this country and this is effectively leveraged to provide large scale training to these disadvantaged sections of the society. Smart boards, computers, and mobile phones are effective learning tools if the teacher is imaginative and creative. English teachers have to keep updating their knowledge base constantly in order to be relevant and useful in the present-day classrooms. Teaching materials and methods have to progress and change to match the changing world.

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COMMUNICATION AND SOFT SKILLS TEACHING

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Abstract

The ability to communicate ideas to others effectively is an absolute essential requirement for our career building. Speaking clearly and coherently will allow effective verbal communication with others. Effective communication and interpersonal skills are crucial to the success of an academician as they help him in dealing with people at the emotional level. Effective communication and soft skills not only improve relationships, but also improve efficiency. Communicating effectively is characterized by such things as active listening, using self for messages, conflict management, positive body language, and asking the right questions. Developing soft skills needs practice. These are acquired and experienced on the spot. Soft skills cannot be acquired by merely reading textbooks. The soft skills we gain equip us to excel in our academic/professional life and in our personal life. It is a continuous learning process. Communication is a complicated process. It is variable, active and dynamic. It starts long before the words begin to flow and can last long after the words stop. Communication is a process that requires understanding - perceiving, interpreting, and comprehending the meaning of the verbal and nonverbal behavior of others. Soft skills are a combination of people skills, social skills, communication skills, character or personality traits, attitudes, mindsets, career attributes, social intelligence and emotional intelligence quotients, among others, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.

Keywords:teaching, communication, soft skills, process.

Teaching is all about communication - listening, speaking, reading, presenting and writing. Teachers who hone their communication skills are prepared to instruct, advice and mentor students entrusted in their care. Additionally, teachers must communicate well to effectively collaborate with colleagues and update administrators on student progress. Frequently, parents call, visit or email, so teachers must be adept at answering questions verbally and in writing.

The ability to communicate ideas to others effectively is an absolute essential requirement for our career building. Speaking clearly and coherently will allow effective verbal communication with others. Effective communication and interpersonal skills are crucial to the success of an academician as they help him in dealing with people at the emotional level. Effective communication and soft skills not only improve relationships, but also improve efficiency. Communicating effectively is characterized by such things as active listening, using self for messages, conflict management, positive body language, and asking the right questions.

Developing soft skills needs practice. These are acquired and experienced on the spot. Soft skills cannot be acquired by merely reading textbooks. The soft skills we gain equip us to excel in our academic/professional life and in our personal life. It is a continuous learning process. Communication is a complicated process. It is variable, active and dynamic. It starts long before the words begin to flow and can last long after the words stop. Communication is a process that requires understanding - perceiving, interpreting, and comprehending the meaning of the verbal and nonverbal behavior of others. Soft skills are a combination of people skills, social skills, communication skills, character or personality traits, attitudes, mindsets, career attributes, social intelligence and emotional intelligence quotients, among others, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.

Communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They are able to "read" their students and adapt to the needs of the individual. Effective communication includes transforming the boring into the interesting and having good presentation skills. Teachers must be clear communicators. They must enunciate clearly and speak loudly enough to be heard. They should have clear handwriting that can be read on the board or on handouts. They communicate regularly with their students' parents – with good news as well as with the bad. They know that parents love to hear positive things about their children's progress. Communication skills involve listening as well as speaking. Teachers who listen attentively to their students' questions and complaints are better equipped to meet individual needs and adjust lessons where necessary. Students are also more likely to be receptive when the teacher's body language and tone of voice indicate openness and encouragement. Appropriate use of audio-visual aids also can enhance presentations and make them easier for students to follow.

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable. Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process Teacher communication skills are considered a key to academic success and failure of the students. For the purpose to discover the facts the researcher intend to conduct a

research study under the title “Communication Skills of a Teacher and its role in the developments of the students’ academic success”

Good communication skills of teacher are the basic need of academics success of students, and professional success of life. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students to learn and promote their academics. Student need to understand that what is right, and what is wrong while it totally depend upon the communication skills of teachers which he adopt in class-room. Communication is a dynamic process which need of mind and courage to face the other and convey his/her message in effective way. Communication process is successful when we deliver the message in clear and understandable way. Effective communication need to convey and accept his/her message in all kind of situation and circumstances. Good communication is considered a strong tool for effectiveness in the teaching profession. Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every concern to our life

Teachers should be aware of the importance of communication skills in teaching. They must also realize that all students have different levels of strengths and weaknesses. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students. Thus, a teacher can enhance the learning process. Effective Body Language is the most powerful communication skill that a teacher must possess. Good presentation skills include a powerful body language supported by verbal skills. This can create a long lasting impression in the minds of the students. Thus, a teacher’s lecture will inevitably become more interactive and interesting for the students. Besides, a teacher should maintain the volume, tone and rhythm of their voice during a lecture. Team Formation is a good method where you can divide the classroom into small teams and ask them to solve different problems or complete assignments. This practice will increase not only the interaction among the students but also among the teacher and students.

Technical Skills is also important that teachers should be up to date with all the latest teaching aids like computers, video conferencing and especially the use of internet. This will also help the students to keep up their interest in the learning process.

Students are the future of every nation. That is why the role of teachers is so important to the society. It is through a teacher that generations of youngsters are deeply influenced. Overall improvement in a student can be expected when communication skills for teachers is given due importance. Thus, it is important that communication skills become an important ingredient of a teachers professional competency.

Students are the future of every nation. That is why the role of teachers is so important to the society. It is through a teacher that generations of youngsters are deeply influenced.

Overall improvement in a student can be expected when communication skills for teachers is given due importance. Thus, it is important that communication skills become an important ingredient of a teacher's professional competency.

STRATEGIES TO OVERCOME THE BARRIERS OF READING COMPREHENSION: A STUDY ON B.TECH. I YEAR STUDENTS OF HYDERABAD

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Abstract

Reading comprehension is one of the significant aspects of language and plays a predominant role in communication. It tests the innate ability of a reader. The study aims to identify the barriers of reading comprehension among B.Tech students with special reference to Hyderabad zone. This study aims to provide overcoming strategies for barriers of reading comprehension. In order to know shortcomings, the data gathering has been done using online questionnaires (quantitative method) from teachers and learners seeking response. It also studied reading comprehension practices within peer groups. The study investigated the extent to which in depth knowledge on the vocabulary by reading comprehension can be ensured multiple strategies.

Keywords: Strategies, Barriers, Google form, Vocabulary

Introduction

Reading skill plays a predominant role in effective communication. It is always interrelated to writing skill. A voracious reader can become a better writer. Various aspects will come across including vocabulary and grammar. Reading shows a path to enrich vocabulary which develops the ability of comprehension.

Comprehending a passage is a challenging task for a learner. In the case of B.Tech students, the medium of instruction is English and reading is a regular habit. The students must acquire knowledge in vocabulary to build comprehension. In this process; the students will apply different strategies to comprehend their subjects. Since English is a global language, the students face many barriers in comprehending the content. Some authors have opined that the B.Tech students struggle with vocabulary and proposed lexical instruction (Mudray, 2006; Ward, 2009).

Background of the Study

The study has emphasized the barriers and strategies to avoid them. At the outset, the students are the least interested in reading and writing because they have little knowledge of

vocabulary and patterns of the sentences. Their English is incessantly filled with abundant grammatical errors. In the case of B.Tech students of Hyderabad, they have various activities AICTE also focuses on the reading and writing skills of students. It has introduced several strategies of reading skills for B.Tech students. The students frequently use skimming; scanning and also inferencing to comprehend the passages. Instead of making an in-depth study, many students struggle to search for direct answers with keywords in passages. The students invariably face barriers due to their inability to grasping the central idea of the passage. However, they can overcome the hurdles with their strategies in reading skills.

AIM

This paper aims to

- To provide the strategies for avoiding the barriers of reading.
- To use quantitative as well as qualitative methods and data can be collected from the target research population.

OBJECTIVES

- To investigate the usage of LSRW skills, specifically reading and writing.
- To suggest the strategies of reading comprehension.
- To avoid the barriers of reading comprehension.
- To observe the reading ability of students.

Literature Survey

The goal of teaching English for specific purposes is to help students to read and comprehend English materials in their own field (Ahmadi and Bajelani, 2012). It has been emphasized that B.Tech students should be experienced with particular English skills, which will become valuable resources in their career (JosebaandArdeo, 2005). In Hyderabad, there are several engineering colleges including universities in which English plays a proficient role in their course. For I B.Tech students, the strategies of reading skills have been introduced. Different comprehensive passages with the techniques of skimming and scanning have been provided.

It has been observed that the students are unable to grasp the meanings of difficult words and understand the mechanics of reading. They experience the obstructions in which semantic barriers play a major role. The students should experience the classroom reading with the peer group to understand the subjects before they are taught.

Reading is a Barrier

Research tells that reading is a barrier for many learners. Effective reading depends on the ability of the reader and also his background focus on reading skills. Primarily he should be accustomed to reading. In the case of B.Tech students, as young learners, they should habituate

with reading. Since the reading test is a part of the competitive exams, the Engineering students must be focused on it. In the process of learning, these graduates face the following barriers.

Semantic Barrier

- Semantics deals with the meanings of words. People have a lack of semantics and they will be unable to focus on them. Different types of vocabulary must be known. In the curriculum of B.Tech, vocabulary has been focused especially on synonyms, prefixes, suffixes and so on.

For instance, a child can be called a kid, student, boy and girl. Here it should be understood according to the given text.

Language Barriers

English is a global language and we always have the influence of the mother tongue. In reading, the students have a language activity to read and understand a passage in which pronunciation plays a vital role. Effective reading depends on the identification of accurate pronunciation of the words to guess the meaning them.

- **Physical Distraction**

It is a common note that physical distraction, background noise always disturbs the reader. The readers are not able to pay attention in situations like this.

- **Loss of Vision**

It is a noticeable fact that many learners will suffer from a great loss of vision. Sometimes, due to blurred images and letters, he does not read the actual word completely but he guesses and reads it.

Methods

This paper aimed to investigate the barriers and strategies of reading. It performed the methods of quantitative and qualitative. The data was collected, based on the observations and questionnaire of I B. Tech students. The quality of the assessment was discussed.

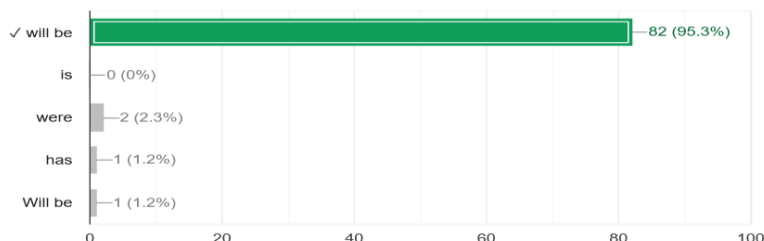
Questionnaire & Results

A passage was selected from “English for Engineers” for I B. Tech students to conduct a reading test. 20 multiple choice questions were framed. Many students performed well. At the

outset, the performance of the students of each question can be seen in the following graph.

15. If you throw a party while your parents are gone, you _____ (be) in big trouble.

/ 86 correct responses



Figure(i)

Figure (i) showed the performance indication of a specific question. 95% of the students answered correctly.

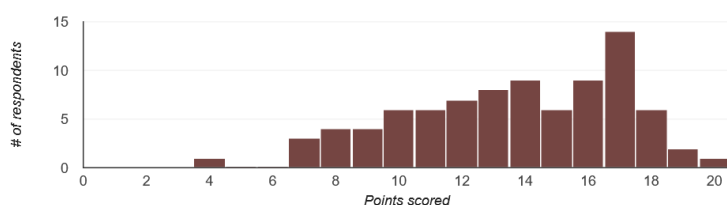
Insights

Average
13.62 / 20 points

Median
14 / 20 points

Range
4 - 20 points

Total points distribution



Figure(ii)

The above graph showed the total distribution of points and the scored points of the students. The data indicated that most of the students scored above 16 points. The students

comprehended the passage well and committed only few errors.

Frequently missed questions ?

Question

Cc

2. On his return to India, C V Raman initiated research in three areas: the scattering of light by liquids, the scattering of X rays by liquids and _____

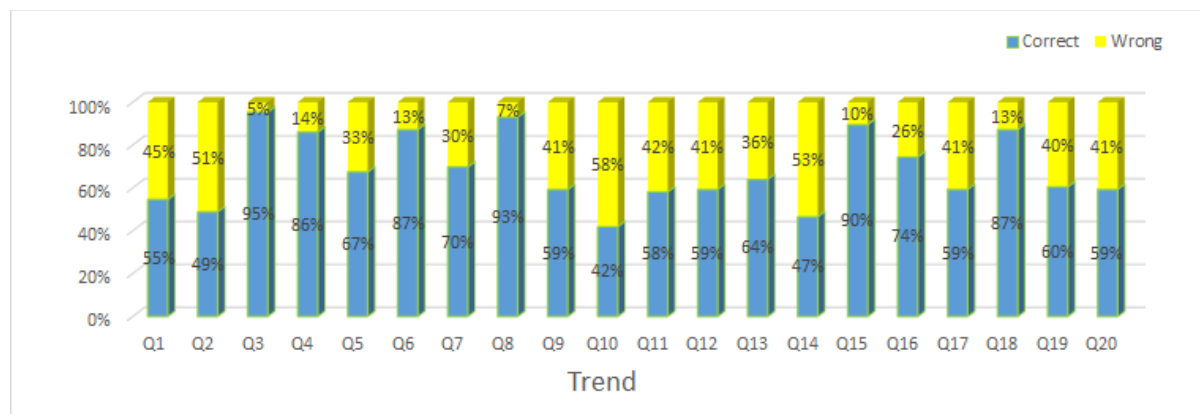
10. Mesmerizing quotes on life from Social media. (identify the sentence)

14. If _____ I the PM, I would abolish all the exams.

Figure (iii)

The above graph represented the missed questions by the students. Question 2 was based on the suitable key word from the passage. Questions 10 and 14 were related to grammar and the students marked the wrong words.

The following graph would give an idea of overall performance of the students.

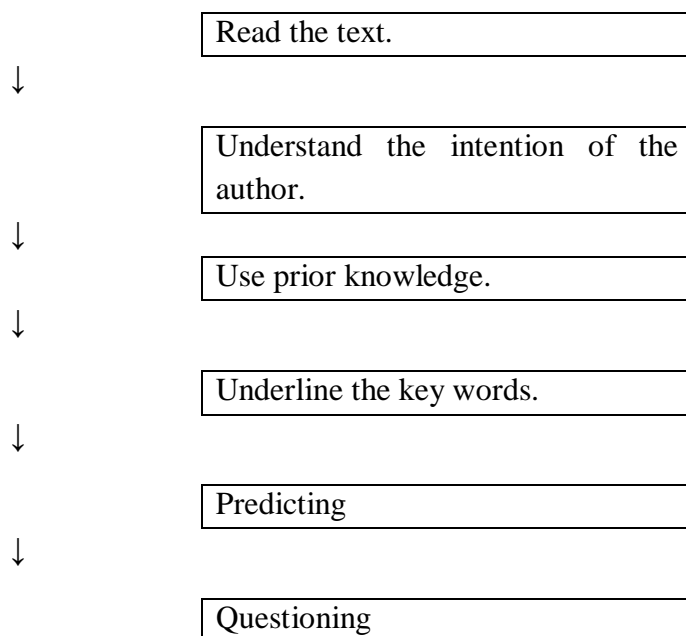


Figure(iv)- Performance Analysis

The performance was analyzed for each question in the above graph.

Strategies

It is a universally accepted fact that Reading constitutes a vital component of a person's multi-dimensional personality (Teachers' Handbook, Volume: 03). Reading gives a kind of pleasure, entertainment and also seriousness. No matter whether it is a novel, poem or class textbooks, young minds try to understand it by their own capability and peace of mind.



- **Read the text**

It is always good to read the text. The readers will be familiarised with the words and their pronunciation.

- **Understand the intention**

It is also important to understand the intention of the author in reading. It helps us to comprehend the text quickly.

- **Use prior knowledge**

Using the previous knowledge in reading helps to grasp the text. Off course, it suits only known topics.

- **Underline key words**

Underlining the key words avoids repetition of reading. The primary intention is to search for important words and understand them.

- **Predicting**

Guessing the meaning of a word is a trial to understand the context. It helps the reader to proceed to the next paragraphs. But it is not advisable every time.

- **Questioning**

Understanding the text is very important and questioning decides the ability and also knowledge of the reader.

Conclusion

Several researchers have emphasized the importance of English in engineering education. English is a predominant language in their course. The study has given a picture of the different strategies of reading comprehension. It is a noticeable fact that practice is always

important for improving skills. In today's world, online reading is being welcomed. There are few online applications for reading particularly Vocal 24 is a great practical app offering daily basis reading comprehension passages. The students will be beneficial for their bright future if they follow the strategies for their reading.

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LITERATURE AS A TOOL IN ENGLISH LANGUAGE TEACHING

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Abstract

English language Teaching has attained lot of significance in this contemporary period. The aim of the English language teacher is to enhance the student with good language skills. The language teachers use various methods in their teaching as tools to enhance their language skills like technological tools, mobile learning, and activity based teaching etc. The aim of this paper is to tell that literature is one of the best tools to improve language skills. Using literature in the class makes students participate more lively. It enhances the thinking capacity of the learner. Literature gives lot of scope to teachers to conduct more activities. All the four basic skills like listening, speaking, reading & writing are improved using literary texts like short stories, novels, poems, drama etc. It also helps the students to use authentic materials to improve language. Language teachers can easily motivate the learners to interpret the given text or imitate the dialogues of the given character. Language teachers can conduct lot of activities like pre-reading, while-reading and post reading.

Keywords: literature, language, English, tools, teacher,

English language teaching has attained lot of significance in this contemporary period. The aim of the English language teacher is to enhance the student with good language skills. The language teachers use various methods in their teaching as tools to enhance learner's language skill's like technological tools, mobile learning, and activity-based teaching etc. There are so many modern techniques and innovative approaches which English teachers are following to teach language. Literature plays avital role in teaching English language teaching.

The aim of this paper is to say that literature is one of the best tools to improve language skills. Using literature in the class makes students participate more lively. It enhances the thinking capacity of the learner. Literature gives lot of scope to teachers to conduct more activities. All the four basic skills like listening, speaking, reading & writing are improved using literary texts like short stories, novels, poems, drama etc. It also helps the students to use authentic materials to improve language. Language teachers can easily motivate the learners to interpret the given text or imitate the dialogues of the given character. Language teachers can conduct lot of activities like pre-reading, while-reading and post reading.

It is observed that literature in a language classroom gives scope for the students to express themselves, comment, justify and mirror themselves. There is a definition about

literature that "Literature is nothing but the feelings and thoughts in black and white". Literature and language are interlinked. Brumfit and Carter in their book Literature and Language Teaching emphasized that the role of literature as an ally of language. Literature reading increases the communicative activity of the learner and the texts given in literature are also believed as authentic. Many authors like Carter, Brumfit and Lazer had the opinion that there is no specific literary language in the literary texts but the language used is with high concentration of linguistic features like metaphors, similes, poetic lexis, unusual syntactic patterns etc. All these are styles in using language or literature to increase the essence of the text.

The criteria for using literature as a tool in second language teaching is mainly divided into three divisions. First one is because, the learner is provided with genuine, authentic samples of language and also with real samples of a wide range of styles, text types and registers. This helps the learners to learn and understand the language in various contexts both linguistically and socially. The second criteria is that, any literary texts consists of multiple interactions. Using literary texts to teach language gives lot of scope to the learners of language to interpret or generate different opinions. This type of text gives lot of confidence and motivation to the learner. As interaction is one of the best methods used to enhance language skills. The last and third criteria for using language as a tool in teaching English language is, by providing literary text to the readers they can read and understand the personal experiences, feelings, good and bad and various themes of the given text and know the world. They can also relate themselves to the conditions prevailed in society. Not only are these three uses there so many benefits to the learner if he uses literature while learning English.

By using literature in language classroom, the class can be more creative and interactive. Communication skills can be improved a lot with the help of interactions. It gives a long-lasting experience on their minds. Not only that it builds critical thinking of the learner but also creates the learner centered environment in the classroom. There is no doubt the literary texts help as a rich source to the teacher in the classroom to teach language with the help of various activities. This enables the learner to participate in language classes more actively. The student gains his/her interest and they will be more exciting to the language classes than learning in a very traditional and boring method.

By following this method, there are so many uses to the learners, the learner can learn lot of things like knowing about different cultures, persons, places, history, politics, society which the author tried to describe in that literary text. This helps the learner to gain lot of knowledge not only in language but on society too. One more use of literature is the learner can improve his or her reading, writing and speaking skills. Finally, it can also help the students to build good relationships with people around.

There are so many types of Activities which a language teacher can conduct in classroom by using literature as a tool to enhance LSRW skills.

Activities using Literary Text

1. Group of students are given with one script of Drama either from Othello or Hamlet and asked to do role play.
2. Teacher can also ask the students to try to write the meaning of the given lines in their own words.
3. Give a short story and instruct them to read and understand it and later ask them to write their opinion about one of the character in the story.
4. Students are given with a piece of descriptive text from a novel from which all the adverbs and adjectives are removed and now instruct them to rewrite it using suitable adjectives and adverbs to the text and ask them to compare it with the original text later.
5. Students are given three different critical opinions of a novel which they are going to read and they have to decide and find out the most convincing or accurate titles given below.
6. Choose a text of drama a give each student one character in that drama and tell them to read the text when their character comes.
7. We can also give a short story or a novel and ask them to frame some questions based on that text.
8. Give a page of literary text and ask the students to write separately the words which they know the meaning in one line and the new words which they don't know the meaning in a separate line. This activity helps the readers to improve their vocabulary.
9. Give a passage to the students and ask them to rewrite in their own words and also ask some questions based on that paragraph like –
 - Who said these words and when?
 - What is the purpose of the author for writing this novel?
 - What is the meaning of the word..... in this passage.
10. Give a list of short stories to the whole class and ask the students to read and explain the story to the entire student in the class. This type of activity helps to improve both reading and speaking skills.
- 11.

It is understood that a language teacher very well can teach English language using literary text. It provides enough space to the learns to improve their LSRW skills. But one important point is that the teacher should pay more attention while selecting the literary text which is apt to the activity given to them. The teacher job is to select the text which the learner can participate actively without boring. Lengthy texts are not suggested for these types of activities because it is the type of text which arouses the interest of the learner. The Universities should focus more on the type of texts which they are prescribing in the syllabus. They have to see that good literary texts are added in the textbook so that the learner can learn and remember the lessons or poems very well.Hence it is believed by so

many teachers that language is best acquired by the learners through literary activities i.e by listening and reading any good literary text. Speaking and engaging good literary conversations also helps the learner to build their language skills.

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MODERN TRENDS IN ENGLISH LANGUAGE TEACHING

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Abstract

English is a global language. Learning English language opens a large arena of opportunities and employment worldwide. It is the language of academics, communications, research and edutainment. English Language Teaching (ELT) is the need of the hour and it is evolving at tremendous pace day by day with the remarkable contribution of dedicated teachers, academicians and researchers. ELT is always ready to implement the latest trends evolving in the field of teaching. Student centric teaching methods and activity based instruction with playful ways are in vogue in ELT and already proved their potentiality. Technology is an added advantage to attain new heights and desired goals in ELT. Modern trends like Flipped class rooms, Blended learning, Brain storming, Mind Mapping can yield commendable results when carry out through online tools like Moodle, Plickers, Kahoot, Vlogs, Blogs etc are only some to mention that are prevalent in ELT today. Continuous production of literature and experiments in creative writing in English can also be advantageous to the stake holders of ELT. Open Educational Resources (OER) and MOOCS are available in abundance especially in ELT to excel one's own skills and capacities in English language to be a successful global citizen in the 21 century.

Keywords: Brain Storming, Flipped class room, Blended learning, Moodle, MOOCs, Vlogs.

Introduction

English is a global language. Learning English language opens a large arena of opportunities and employment worldwide. It is the language of academics, communications, research and edutainment. English Language Teaching (ELT) is the need of the hour and it is evolving at tremendous pace day by day with the remarkable contribution of dedicated teachers, academicians and researchers. ELT is always ready to implement the latest trends evolving in the field of teaching. Student centric teaching methods and activity based instruction with playful ways are in vogue in ELT and already proved their potentiality. Technology is an added advantage to attain new heights and desired goals in ELT. English language learning via technology is better option for the English learners worldwide. This paper wants to throw light on the latest trends that are prevalent in the field of ELT in learning English language in and out of the class rooms in India and the world.

Because of the significant prominence of English language worldwide, ELT becomes much sought after vocation of intellectuals and enthusiasts. In the recent past, one can find a paradigm shift in ELT from teacher centric approaches to student centric approaches. Many student centric methodologies like Communicative Language Teaching (CLT), Task-Based

Learning (TBL), Problem-Based Learning, and Project Based Learning are in practice in ELT classrooms in English language learning.

In the Task Based Learning, the teacher gives tasks to the students to do in groups or in pairs. While doing the tasks like Brain storming and Mind Mapping, the students are encouraged to carry out the tasks only in target language i.e. in English only. Students present their report on the tasks given and thus learn language in situations. Teacher acts as a moderator. According to Jane Willis, Task Based Learning is an activity “where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”.

In Communicative Language Teaching (CLT), the main objective is to reduce Teacher Talk Time (TTT) and to increase Student Talk Time (STT). The main aim of CLT in ELT is to develop communicative competence in English language duly developing their four language skills viz. Listening, Speaking, Reading, and Writing in English. In CLT, the teacher plans the lesson in PWP method as Pre-activity, While activity, Post activity and acts as co communicator and mentor in learning English language skills.

A lot of research is being carried out in the field of ELT to make English language learning more effective and interesting. Latest pedagogical innovations in ELT make English language learning more fun and effective. Many trends are set in the pedagogy of English Language Teaching especially by developing various online tools and modes of learning duly using the latest technological innovations in a skilful manner. Besides the traditional and conventional classrooms, Blended and Flipped class rooms come into practice. Internet technology and human intelligence have a remarkable contribution in the evolution of novel ways of learning and teaching English language.

Blended learning becomes prominent in the 21st century. In this model, students spend much time with technology in computer rooms learning with software applications. Then they move into classrooms with skilled teachers for task based activities. In Blended learning, the teachers can concentrate on higher order skills like critical thinking, project works or problem solving tasks etc. Blended learning is helpful in large class sizes where much work is not possible in the stipulated class timings. Even though there are certain constraints for Blended learning such as inadequate content and cultural apathy to technology etc, they can be addressed effectively by providing quality content and encouragement for getting good results.

Flipped Class room is more suitable to ELT activity where present pedagogical approaches such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are in practice for the acquisition of English language. Khan Academy popularized this novel learning method. In this method, students do much work before the class timings as directed by the ELT instructor. Flipped Learning may well provide a beneficial meeting place for human and machine to work together to provide the best possible learning opportunities for students. In a talk, Khan revealed the philosophy behind his work as ‘giving students and teachers power to “flip” the traditional classroom: students can hear lectures at home and spend their time at school doing “homework” – that is, working on problems’ (Khan, 2011). Flipped Learning yields good results with models such as Presentation, Practice, Production (PPP), where the Presentation and Practice stages are taken up at home, and

Production is taken up in class room. The teacher can help the students by guiding them towards effective learning of English language. Although constraints like access to technology outside the class room, internet connectivity issues, motivation etc in the path of ELT, the Flipped Learning model is suggestible as it has a fair degree of potential. Even on the basis of exposure to language, the Flipped Classroom should have a commendable impact.

Many online tools like software apps (applications), websites and programmes, hardware devices like personal computers, mobile phones, laptops, palmtops, Mobile pads, e-readers along with Blended and Flipped class rooms, and Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) are the modern trends in ELT in teaching, learning, sharing, evaluation and assessment. In Blended and Flipped class rooms, online tools play a vital role in learning English. Online platforms like Google, Moodle, You Tube, whatsapp, Facebook, Twitter, Bingo, Blogs, Vlogs and online courses like MOOCs, online apps like plickers, Kahoot, Google classroom, etc are playing vital role in developing English language skills worldwide. These tools are very useful for English as Second Language (ESL) and English as Foreign Language (EFL) learners to have situational and virtual learning environment. Creative Writing in English language also play an important role in learning English.

Big Data Analysis is the emerging field in ELT. Based on the data collected and analysed on the learning trends of English language, many app developers, educational institutions and academicians are doing their best in developing better tools for effective ELT activity. In the present ELT scenario, technology is being actively used to know the role of digital behaviour in English language learning process like the way students access the app or website; how they log on; interactions with content; navigational decisions; responses to questions and exercises; the time spent considering an answer; the number of right and wrong answers, and so on.

Massive Open Online Courses (MOOCs) are the most beneficial and widely used platform in online learning. MOOCs got much popularity especially at Covid time as the online learning becomes the need of the hour. In the field of English language learning, well-established educational organizations like the British Council have experimented with English language MOOCs, and publishers like Cambridge University Press go on with to offer a range of English language and teacher training MOOCs online worldwide. Also in India, various MOOCs are offered in ELT and English language learning by many prestigious institutions like IITs, Universities and Autonomous bodies through online platforms like SWAYAM, NPTEL etc.

Mobile phones are the most popular and much available devices that can be used in English language learning and teaching. Mobile phones are inexpensive, they are easy, quick and cheap to recharge, data connections are often not so expensive, and they are user friendly. Bring Your Own Device or BYOD approach is also in practice in many institutions globally in ELT classrooms to carry out effective English language learning tasks. In ELT class rooms, learner can use gaming apps for learning English with augmented reality and virtual reality.

Artificial Intelligence is also widely used in ELT for English language acquisition through apps like Siri on Apple devices and Cortana on Windows devices besides Amazon's Alexa and Google Home. Microsoft's Skype Translator enables two persons to call each other using their own first language, and their words are translated in real time into the language of their interlocutor.

Conclusion

It is vital to mention that mere access to hardware, software and the internet may not lead to language acquisition and learning. There is a noticeable division between teachers and learners who have the necessary skills to use technology effectively and those who do not. This division is called digital divide. The gap between the techno savvy and the less confident stakeholders of ELT should be filled by providing better training avenues, exposure, resources, skill enrichment and encouragement with regard to the latest trends in ELT. There is also a need to change the attitude of teachers towards implementing the latest trends in the field of ELT. Though teachers cannot be replaced by robots, technology assisted ELT can be carried out to get desirable benefits in English language learning. Human Intelligence along with artificial intelligence can do wonders in any field, especially in ELT.

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USING OF TECHNOLOGY TO IMPROVE COMMUNICATION AND SOFT SKILLS OF ESL LEARNERS

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Abstract

Technology makes the classroom active, interactive and student centred. Students learn faster and easier than before because of the use of technology in the class room. Technology is increasingly becoming popular and it is being exploited for teaching and learning all over the world mostly because of its flexibility in terms of time, place and pace. While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment in the classroom. This paper discusses the impact of using technology to improve the communication and soft skills of the ESL learners. Computers and language teaching have walked hand in hand for a long time and technology has contributed as a teaching tool in the language classroom. In language teaching and learning, the teacher can choose from technology: Radio, TV, CD player, Computers, The internet, Electronic Dictionary and so on. Hence, this paper also intends to make English teachers aware of the strategies to use technology in the classroom in an effective manner.

Keywords:ESL learners, classroom, technology, communication, soft skills.

Introduction

Technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra & Green, 2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the students should be familiar with using computers and internet, and capable of interacting with these techniques. The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009)

Review of literature on using Technology in Teaching, Learning Process

Technology is very much part of language learning throughout the world at all different levels. The ICT Test Bed evaluation (Underwood 2006) provides evidence that many teachers use ICT to support innovative pedagogy. It states: "New technologies that provide a good fit with existing practices, such as interactive whiteboards are first to be embedded, but others like video conferencing, digital video and virtual learning environments are now being incorporated, providing evidence of on-going learning by the workforce. ICT allow for a higher quality lessons through collaboration with teachers in planning and preparing resources (Ofsted, 2002). Students learn new skills: analytical, including improvements in reading comprehension (Lewin et al, 2000). ICT also develop some writing skills: spelling, grammar, punctuation, editing and re-drafting (Lewin et al, 2000). Still new technologies encourage independent and active learning, and students' responsibility for their own learning (Passey, 1999) ICT proves that students who used educational technology felt more successful in school they are more motivated to learn more and have increased self- confidence and self-esteem. It is also confirmed that many students found learning in a technology-enhanced setting more stimulating and much better than in a traditional classroom environment (Pedretti and Mayer-Smith 1998).

Furthermore, it has been proved that technologies have many other benefits as given below;The biggest reason for incorporating technology into education is the overall changes in global communication. Technology opens doors to many more opportunities by linking the world together. The olden days of limited options for education are long gone and all thanks to technological advances. Students will not only have flexibility with online schooling but also have access to more resources.

Virtual Community

A pivotal aspect of learning English is to how to communicate with others in a social setting. Students presently have a virtual community of learners to discuss topics with, seek advice, or gain leadership skills by helping others. Interactive whiteboards for instance, are a simple but invaluable way for English learners to access helpful resources or lessons. Instructors may include previous topics that are extremely important to progress to the next level. In addition, Interactive whiteboards help a great deal to support an online education and are a perfect example of how to incorporate technology and learning English.

Inspire Great Interest

Another benefit of mixing technology and learning English is the possibility of heightening interest. A traditional classroom setting is often not conducive to learning because the rote strategies do not challenge or interest students. But technology has completely changed the game and makes it easier for English learners to focus because the content can be presented in a number of ways. Lessons that include computer-based instruction, visual aids, and technologically advanced materials help students achieve more in less time.

Accessibility

Technology is certainly not beneficial only for education because just about everything has become more accessible nowadays. But especially for learning English, having technical assistance and more flexibility is the key to success. Traditional learning in a classroom is extremely limited and can only be on-going as long as students are present. However, technology and learning English has allowed students to use mobile phones or laptops for example, to access require information anytime they need. This not only helps students to absorb the material but also offers valuable practice on the proper ways to use tools of technology.

Build Confidence for Success

Students often feel discouraged in a classroom setting because falling behind can be embarrassing and discouraging. But with a course that incorporates technology and learning English, students can learn with privacy and learn the vital skills of success. Technology cannot be ignored even by English learners because all communication in social or business networks use the internet in some form or another.

Importance of Soft Skills

Students prefer to blend technology and learning English because of the valuable skills acquired throughout the lessons. Computer software and online tools help learners to absorb the material much more easily and also hone language and soft skills that are useful their life achievement. Soft skills like critical thinking, analyzing, and problem-solving – are crucial for learning and attaining a job. Soft skills like self-awareness motivation, curiosity, teamwork, grit, resilience and adaptability are very essential for the students to acquire to live in job marketing world. An important feature of soft skills is that the students will have the potential to affect learning ability and job environment. Soft skills foster the development of cognitive abilities that further boost learning (Cunha & Heckman, 2007).

Use of Technology in Reading and Writing

The most basic form of technology for reading and writing is that of word processing. A study by Al-Harbi (2008) notes that “using technology has a positive impact on using the Internet for ESL student reading and writing skills with a word processor, students build upon natural connections between reading, writing and thinking” (2008, p. 29). This is the traditional use of technology for the reading and writing strands, but there are other more developed and modern uses for technology when teaching these two elements of English language learning. A more recent study by Kasapoglu-Akyol (2010) attempted to discover the ways that educational technology tools could help to improve language and communication skills for ESL learners at Michigan University, basing the study within the international student community. The overall results “of the study suggest that students are using technological tools in their daily lives for many purposes, especially for their education.

It also is seen that using educational technology tools that will help the students and the teachers to be more successful, efficient and practical people in their lives” (2010, p. 225). His

work also outlined the importance of using technology to develop reading and writing skills, particularly if students of English were behind their class or required level. The study also supports the use of word processing tools as a way of enabling students to develop their reading and writing skills. He notes “word processors, including some that are bilingual, are an excellent way to further writing development and motivate students to write” (2010, p.229). This belief is strengthened by the research conducted by Peregoy and Boyle (2012). Their study found that students were able to more appropriately learn English at a quicker and more efficient rate using technology to aid their reading and writing skills. Their study found that the use of the Internet (which uses English as its primary language, particularly for ESL sites), helped to immerse students in the language far more than traditional classroom learning. Through these beliefs, it is clear that the use of technology, through both word processing programs, online bilingual dictionaries and the use of the Internet more generally, can aid students in their learning.

Use of Technology in Speaking and Listening

The development and diffusion of software for producing, uploading, downloading and playing digital audio files (i.e., podcasts) make the flexible use of a wide range of audio material easier than ever for language learners. Hegelheimer and O'Bryan (2009) conducted a review of podcast resources and technologies for second language education, highlighting one resource, ESLpod.com, which includes more than 500 free downloadable audio files, organized by topic and developed especially for English language learners. Other premade podcasts are available to promote academic listening skills, facilitate preparation for listening tests, provide grammar tips or cover business English topics. As O'Bryan and Hegelheimer (2007) point out, beyond providing listening material for in-class use, podcasts can be a repository of classroom discussions or lectures for use outside of class to extend and amplify autonomous learning. The argument exists that technology was being used in the ESL classroom prior to the advent of the Internet, with rudimentary technology such as cassette tapes and CDs that enabled students to hear native speakers of English, thereby improving their overall speaking and listening skills in the ESL classroom (Zhao, 2005).

It is apparent that these technologies are still used to a certain extent and that the CD in particular is still a fundamental and central feature of ESL learning. However, the literature also acknowledges that more engaging and personal technological tools have been developed to help students engage with their learning of English as a second language. A study by Nomass (2013) outlines that there are a variety of technological tools that can be used to help improve speaking and listening including “online English language learning Web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips” (p.111). His study outlines a number of possible technological tools that can be used to help develop English language ability, particularly within the speaking and listening elements. There are other tools like video chat programs such as Skype that can link up ESL speakers

with English native speakers, either in the same country or at an international level. These tools underline that there has been a great development in the technology that can be used in the ESL classroom.

Other tips to improve Communication Skills

Effective communication is one of the most important life skills we can learn—yet one we don't usually put a lot of effort into. Communication is one of the most important skills we can ever learn. It leads everything that we do—whether we're communicating at work to meet deadlines and achieve results, or communicating with friends, family and partners to build strong relationships.

Some of essential tips to communicate effectively are given below;

- **Be a Good Listener**

Listening is an essential part of communication: not only does it help you to build rapport with other people, it's also a way of demonstrating respect for others. When people feel respected, it's very easy to build long, happy relationships.

- **Never talk over people**

This demonstrates a real lack of respect. By talking over someone what we are basically saying is **"I don't care what you're saying—what I have to say is more important"**.

- **Don't finish other people's sentences**

Research has shown by doing this we are dis-empowering the other person, so we need to bite our tongue.

- **Maintain eye contact.**

By looking the other person in the eye, we are proving that you're interested in what they're saying. This also looks at us and less distracted.

- **Slow Down the Speaking Speed**

Learners are often told not to worry about the mistakes they're making, however, it is easy to understand why we would like to make a good impression on our audience. To overcome this difficulty, we may try slowing down our speaking speed.

Technology in ESL Classes

In the 21st century, technology is everywhere. Especially the new generation is growing up with technology and gets familiar with it. Computer technologies have dramatically changed the way people reach information, do research and communicate with people all around the world. Because of this reason, schools and teachers need to be aware of improving their technological tools and skills to be able to catch the students' attentions and interests. Using technology in classrooms also makes the lesson more efficient. To be able to improve their language skills, like writing, reading, listening and speaking, English language learners use computers, software programs to check their work and correct themselves, improve their

language skills; use Internet, e-mails to search information, join in threads, publish their work, read technology texts, communicate each other even worldwide.

Conclusion

Rapid technological advancement increases the learning potentialities of the students. And the use of technology would improve the learning and communication and soft skills of the students to fit into a job marketing world. In order to meet the changing demands of the industrial world, the learners have to acquire computer skills, communication skills and soft skills. As an educationist, we need to create a learning environment for the students with latest advancement in technology and life skills and this learning has to be continuous to win the job marketing world.

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TASK-BASED SOFT SKILLS TEACHING: AN APPROACH TO ESCALATE THE BEHAVIOURAL EFFICIENCY OF THE ENGINEERING STUDENTS

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Abstract

Most associations with others require some degree of delicate abilities. Soft skills are known as relationship building abilities and these abilities are expected to collaborate agreeably with others in an office arrangement. Today's employers look for employees who can show responsibility and regards to their positions well along with the respective organization's culture and communicate with other colleagues effectively. To fulfil these expectations, an engineering student needs soft skills. But in the traditional learning-teaching environment, balancing the curriculum with the activity-oriented participation of the student is not an easy thing. Even the knowing-doing gap also exists in our contemporary education system. The lack of idea in measuring the development of the soft skills learners is another constraint due to the abstract and ambiguous identity of different soft skills. Traditional chalk and talk method to share knowledge is completely irrelevant in learning and practicing soft skills. Therefore this research paper is an attempt to introduce learner-friendly, innovative task-based techniques to inculcate imperative soft skills like time management, goal setting and interpersonal communication. The activities are designed realistically, so that those can be executed in the over-crowded classrooms of India with the possibility of individual development through continuous and comprehensive strategy.

Key words: Integrated, components, imperative, engineering, curriculum, techniques, utilization, goal, perseverance, interpersonal, time.

Introduction:

Soft skills are synonymous to people's skills, interpersonal skills and transferrable skills which are related to ingenious behaviours and communication styles that enhance the ability to interact with a person in an environment, easy, convincing and professional way. The term "Soft Skills" is a synthesized expression to the integrated concepts of effective communication, team management, problem-solving capacities, time management, critical thinking, aptness to decision-making, managing an organization, stress management, adaptability, conflict management, leadership skills, creativity, persuasion technique, interpersonal relation, openness to criticism etc. The word "Soft" is subjective here and by nature it is non-cognitive to the substratum of a person's character. On the other hand, the term "Skills" refers to the ability of a particular person. Specifically, expertise in soft skills is foremost for an

undergraduate student to commence his career efficaciously. Thereby the components of soft skills are incorporated in the curriculum to enhance the prowess of the twenty-first century learners. Imperative soft skills include time management, goal setting and interpersonal communication in terms of their vivid significance in an undergraduate student's academic life, imprudent execution in their forth-coming professional life and suitability to their much-desired balanced life along with their accomplishments in concerned domains.

Benefits of Soft Skills (Time Management, Goal Setting and Interpersonal Relation) for an Under-Graduate Student:

- ❖ Productive management of time ensures the implementation of workforce to its pinnacle and leisure periods are coherent factors to decrease stress.
- ❖ The transparent and smart goal setting is proportionate to the advancement of an organization. Therefore integration of possible resources and the factors of production are highly influenced by the managing capability of the professional. Enduring and flourishing in the present and the future expects the capacity to tackle genuine issues on the way to achieve one's goal
- ❖ Good interpersonal relation provides a purpose in life. When students have good interpersonal relation with each other, they will perceive every others' acceptable work and give valuable input for development.
- ❖ Kumara and Sahasranam¹ maneuvered a core soft skills inventory test to scrutinize the scenario of soft skills of engineering students in India. They observed that, with innovative training programs, it is possible to embellish creativity and soft skills among all students. Addams et al² reckoned the communication skills of commerce students, specifically for writing persuasive business letters, can be escalated by fabricating assignments using real-life exposures. It was documented that generally learners were more contended than the faculty members about the coverage of soft skills. Realizing the importance of soft skills, several studies have also emphasized the point that these skills should be embedded in the curriculum, thus making it easier for students to acquire them³.

Challenges in Teaching Soft Skills to an Under-Graduate Student:

Challenge 1: Balancing the curriculum with the activity-oriented participation of the student

¹Kumara, S.A.V., &Sahasranam, C. "An empirical study on students' soft skills inventory test: Reliability and non-parametric analysis". *The Icfai University Journal of Soft Skills*2008: 2(3), 35-45.

²Addams, A.L., Woodbury, D., Allred, T., & Addams, J. "Developing student communication skills while assisting nonprofit organizations".*Business Communication Quarterly* 2010, 73(3), 282-290.

³McEnrue, M. P., Groves, K. S., & Shen, W. "Emotional intelligence development: Leveraging individual characteristic". *The Journal of Management Development* 2009, 28(2), 150.

A curriculum is basically an accumulation of lessons, assessments and several other academic contents which are taught during a course of study in an institution. They are always time bound and specific to the institution's instructional goals. Attainment of instructional goals depend on easily measurable data and the major part of this approach falls short enough to provide the activity-based exposure and expected level of skill development to the over-crowded undergraduate classrooms. Limitation of learning-teaching hours is another constraint to guide each student individually.

Challenge 2: Bridging the knowing-doing gap

The ideal learning-teaching environment for soft skills should be more action oriented rather than theory centric classrooms. By viewing its future applications and implementations in the society, as well as in the professional scenario, only theory and present cannot serve the purpose as soft skills do not depend on acquired knowledge but they enhance the abilities to deal people with a positive flexible attitude. The action is more important in soft skills classrooms as the understanding, apprehension and the expertise of the learner depends on the particular skill's implementation, execution and activity-oriented training and rehearsal by demonstrating the real life situation inside the classroom. In the absence of relevant activity, the whole session of soft skills training will remain dull, boring and non-effective.

Challenge 3: Lack of idea in measuring the development of the learners

The confusion regarding soft skills assessment and development is another inevitable challenge for the soft skills trainer. Since soft skills competencies cannot be evaluated like those hard skills competencies, most of the trainers take help of traditional evaluation method in the form of written and oral examination but the abstract and ambiguous nature of soft skills and their vivid executions may vary in the same context from one person to another. The popularity of readily accessible data cannot provide the transparent picture of a student's soft skills proficiency and also lack the actionable developmental feedback.

Task-based Best-practice Techniques

In view to those common challenges faced by a soft skills trainer, the below-mentioned learner-friendly task-based activities are developed to assess and develop soft skills simultaneously with an aim to provide the students an opportunity to behaviourally demonstrate their capabilities in the real life situation through development-oriented method.

Activity I :: Time Management

Choice of the activity and justification:	<ul style="list-style-type: none"> ❖ To understand the value of time. ❖ To enhance promptness in recognizing the urgent and important tasks. ❖ To ameliorate the sense of responsibility. ❖ To revamp time management by eradicating the time wasters. ❖ To develop the skills to achieve professional reputation. ❖ To be familiar with the hectic schedule of their forth-coming
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	professional life.
Brief introduction:	According to a popular proverb, "Time and tide wait for none". Proper utilization of time is a salient feature of success. In academic and professional life, the proper understanding and utilization of time depends on the identification of the time wasters and their relative presence throughout a person's professional life.
Pre learning-teaching process:	Asking the learners to recapitulate their normal activities from dawn to dusk. They should simply remember their daily time table without discussing to each other.
While learning-teaching process:	<ul style="list-style-type: none"> ▪ It may take approximately 5-6 minutes for the facilitator to explain the normal day-to-day activity of a normal human being as an example. ▪ Over all duration depends on the strength of the classroom. Approximately, it takes only 10-12 minutes for all the learners to note down their regular activities in a piece of paper or in a note book. They should follow the exemplary format, shown by the facilitator.
Classroom arrangement:	Learning-teaching Materials: This activity can be practiced as an in-house activity. Writing board and colored chalks (or) markers are the common minimum requirements.
Learning-teaching methodology:	<ul style="list-style-type: none"> ➤ Facilitator's Role: At the very beginning, the facilitator will explain the activity clearly with his/her example on a common person's regular activity. ➤ Explanation: After writing the exemplary time table of a common person, the trainer/the facilitator will instruct the learners to write their respective time tables on their notebooks. <p>Example:</p> <ul style="list-style-type: none"> ➤ When the learners are ready with their time tables, the trainer/the facilitator should draw their attention. ➤ This time the facilitator should underline the priorities, time wasters and bad habits with separate colored chalks. ➤ He/she should clarify the reason of referring those activities as priorities, time wasters and bad habits. For example, in the time table, a person spends time from 4 PM to 9 PM in social networking sites to chat with his/her friends. Naturally, this period can be termed as time wasters because spending so much time in chatting hampers the normal activities. Even it has a bad effect on the user's eye also. In the same way, if the person is a student, he/she should underline study time as the priority. When time wasters become their regular activity, they are termed as bad habits. ➤ After the clarification, the facilitator will instruct the learners to underline the priorities, time wasters and bad habits in their time tables. It may take 5-6 minutes approximately for all the

	learners to logically find out the priorities, time wasters and bad habits.
Post learning-teaching process:	If total sixty (60) learners are there in the lab session, approximately 2-3 minutes time can be provided to each student to share their time table along with the presence of priority, time waster and bad habit (if any). So a soft skills laboratory session of one hour thirty minutes is sufficient to conduct this activity.
Evaluation (formative assessment):	The facilitator can use rubrics for continuous and comprehensive evaluation of the learners' while they will share their respective time tables along with priorities, time wasters and bad habit.
Further proceedings and chance of improvement:	✓ The above-mentioned activity can be introduced more effectively with the help of audio-video clips regarding the consequences of bad time management and the advantages of smart time management.

Activity II :: Goal Setting

Choice of the activity and justification:	<ul style="list-style-type: none"> ❖ To understand the importance of goal in a student's life. ❖ To enhance promptness in taking active steps to achieve desired outcomes. ❖ To revamp focus through perseverance. ❖ To be familiar with the upcoming challenges on the way to achieve goal (s).
Brief introduction:	The success of goal setting depends on the effective and practical design of action plan, motivation of the person and proper guidance towards the goal/target/aim. It is basically the desired result, related to the student's intention, ambition and effort.
Pre learning-teaching process:	Asking the learners to think of their average day activities and how exactly it does look like.
While learning-teaching process:	<ul style="list-style-type: none"> ▪ It may take approximately 5-6 minutes for the facilitator to explain the difference between average life related activities and an expected activities without any boredom. He/she should note both the lists on the board with separate colored chalks. ▪ Over all duration depends on the strength of the classroom. Approximately, it takes only 10-15 minutes for the learners to note their average life and expected thrilling life, as per the format of their facilitator.
Classroom arrangement:	Learning-teaching Materials: This activity can be practiced as an in-house activity. Writing board and colored chalks (or) markers are the common minimum requirements.
Learning-teaching methodology:	<ul style="list-style-type: none"> ➤ Facilitator's Role: At the very beginning, the facilitator will explain the activity clearly. ➤ Explanation: The facilitator should write the average regular activities of a person in one column and the other column

	<p>should be for the expected activity of that person. He/she may choose any learner from the class in this work. Two more columns should be there. The third column is on the constraints to get the expected life. Lastly, in the fourth column, the probable solutions to the mentioned constraints of the third column should be written properly.</p> <ul style="list-style-type: none"> ➤ Next the learners will also follow the same pattern. It may take 10-15 minutes to note down their average life, expected life, constraints and solutions to the constraints. If they could not find out any solution, the trainer/ the facilitator should help them. ➤ The solutions should be SMART. Here, S stands for specific (the target should be fixed from the beginning), M stands for measurable (the target should be reasonably high and positive by nature), A stands for achievable (as per the strengths and weaknesses of the learners, the target should be within his/her reach), R stands for relevant (the target should be closely connected or appropriate to the academic qualification and the expertise of the learner), T stands for time-bound (the target must be determined in such a way that it will be completed within a particular period as the significance of an activity or target is highly relative to demand of its contemporary time). ➤ The facilitator may help the learner to find out the exact constraint along with solution related suggestions.
Post learning-teaching process:	If total sixty (60) learners are there in the session, approximately 2-3 minutes time can be provided to each student to share their average activity, expected activity, constraints and probable solutions. So a soft skills laboratory session of one hour thirty minutes is sufficient to conduct this activity.
Evaluation (formative assessment):	The facilitator may utilize rubrics for continuous and comprehensive evaluation of the learners' performance on the basis of their active involvement, participation and prompt reply regarding their average activities, expected activities, constraints and probable solutions.
Further proceedings and chance of improvement:	The above-mentioned activity can be introduced more effectively with the help of digital correction making software which can evaluate the merit of the expected/ desired activities in terms of the average activities of the participants with reference to the probable solutions.

Activity III :: Interpersonal Communication

Choice of the activity and	❖ To improve collaborative work among the learners as he/she needs to work together to complete the assignment within the
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justification:	<p>stipulated time frame.</p> <ul style="list-style-type: none"> ❖ To enhance promptness in active listening to maintain better relationship. ❖ To revamp the individual relationships which actually care for us. ❖ To be familiar with different mindsets by celebrating differences.
Brief introduction:	Interpersonal relationship alludes to a strong association among people working together in the same organization. For the students also, interpersonal communication is significant in working together for a project or studying together in a group.
Pre learning-teaching process:	Asking the learners to think of their normal feelings, emotions, moods, dispositions etc. in their regular life.
While learning-teaching process:	<ul style="list-style-type: none"> ▪ It may take approximately 7-8 minutes for the facilitator to explain different feelings, emotions, moods, and dispositions through verbal and non-verbal communication. ▪ Over all duration depends on the number of participant groups in the session. Approximately for each group it should take 10-12 minutes. So a session, consists of 10 groups, will take approximately two hours to ensure the participation of all the groups.
Classroom arrangement:	<p>Learning-teaching Materials:</p> <p>This activity can be practiced as an in-house. A piece of paper (A4 sheet), pen and a bowl etc. are the required learning-teaching materials to conduct this task-based session.</p>
Learning-teaching methodology:	<ul style="list-style-type: none"> ➤ Facilitator's Role: At the very beginning, the facilitator will explain the activity clearly. ➤ Explanation: The facilitator should cut the A4 sheet in required number of chits. In each chit either a feeling or an emotion or a mood or disposition like guilt, happiness, suspicious tendency, paranoid attitude, insulted attitude, or insecurity should be written properly. ➤ A common sentence should be given and all the participants will utter the same sentence i.e. "How much wood would a woodchuck chuck if a woodchuck could chuck wood?" but their emotion should be reflected separately as per the direction of the chosen folded chit. ➤ Next all the chits must be folded and kept in the bowl. ➤ After that the participants should be divided in different groups. If there are 60 students in the session, 10 groups can be formed with 6 participants in each. ➤ The funny side of this activity is that each participant will read the same sentence but with separate emotions, directed in their chosen folded chit. ➤ Here participants will try to understand each other's emotion by

	<p>guessing and they should write that guessed emotion in their notebooks.</p> <ul style="list-style-type: none"> ➤ In time of group performance the other group members will discuss together and take a decision on the unknown emotion together. ➤ Finally the facilitator will check how many groups guessed correctly and he/she should check the wrong answer too. ➤ If the emotions/feelings/moods/dispositions are guessed correctly that means the interpersonal relation among the participants is empathetic and up-to-the mark. In case of wrong answer, the differentiation may lead to stagnation and avoidance, so probable measure should be taken to move from “coming apart”⁴ to “coming together”⁵.
Post learning-teaching process:	If total 10 participating groups are there in the sessions, approximately 10-12 minutes can be allotted to each group to complete their part. Approximately two hours of a soft skills laboratory session is sufficient to conduct this activity.
Evaluation (formative assessment):	The facilitator may utilize rubrics for continuous and comprehensive evaluation of the group's verbal and non-verbal expressions along with the other group's guessing power.
Further proceedings and chance of improvement:	<ul style="list-style-type: none"> ✓ The above-mentioned activity can be introduced more effectively with the help of videos on versatile expressions to reveal different emotions, moods, feelings and dispositions like guilt, happiness, suspicious tendency, paranoid attitude, insulted attitude, or insecurity should be written properly.

Outcome (feedback of the students):

After completing the activity learners' feedback should be taken with the help of the model questionnaire, mentioned below:

- Do you like to participate in the activity?
- Is the activity effective? Yes/No.
- Do you want to participate in the activity again?
- Do you think this activity is helpful to develop your desired soft skills?

⁴Shefska, Zach. “Knapp's Relational Model: The Key to Raise More Major (and Planned) Gifts.” *Fundraising Report Card*, <https://fundraisingreportcard.com/major-gifts/>. Accessed on 28 February, 2021

⁵Shefska, Zach. “Knapp's Relational Model: The Key to Raise More Major (and Planned) Gifts.” *Fundraising Report Card*, <https://fundraisingreportcard.com/major-gifts/>. Accessed on 28 February, 2021

Conclusion:

The term activity refers to the state of being active or remains progressive in terms of the standard contemporary expectations. For a student, the activity should be related to his/her professional goals and expected achievements in future. In task based techniques the exercises/activities are structured in a realistic manner and therefore those are efficacious to the participants for comprehending real-life related skill enhancement within the four walls of their soft skills laboratory. Thus learner-friendly methods for bridging knowing-doing gaps in learning imperative soft skills will ameliorate the learners' abilities in productive time management, transparent and smart goal setting along with the maintenance of meaningful relations in academic and professional spheres.

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INFLUENCE OF ONLINE TEACHING AND LEARNING ENGLISH ON TEACHERS AND LEARNERS IN PANDEMIC PERIOD

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Abstract:

The English teaching tradition has been subject to tremendous change, especially throughout the 21st century. Perhaps quite the other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for hundreds of years. As will become evident during this short paper, there are some milestones within the development of this tradition, which we'll briefly affect, to reveal the importance of research within the selection and implementation of the optimal methods and techniques for teaching and learning. The 21st century is discovered among tools and technological revolutions. The century has shown the universe a replacement world with creativity, innovation, and keenness for moving towards technology. It's proved how things might be done easier with much efficiency and quality instead of manually by men. This technology has entered into every walk of human life. It's quite undeniable to imagine a life without technology. The world has been watching through the technological eye than a person's brain. This technology is being adopted regardless of literate or illiterate. This paper explains the influence of online Teaching and learning English online and its impact.

Keywords: English teaching, technology, teaching and learning, creativity, innovation,

1. Introduction

Initially, the importance that 21st-century education technology adds to the training set is vital to explore. Four main areas are in place:

The First Area: Incorporating technology into the classroom will help turn the classroom experience from a classic teacher-centered one into a student-centered one, with students playing a lively role in their learning. The trainer becomes something of a reference during a student-centric classroom and is granted meaning once they communicate with the teacher and discuss the day's lesson. And zip is more relaxed than seeing the scholars get interested! It's essential to understand that it's by no means a substitution for a successful instructor to bring technology into the classroom. To place it clearly, the perfect classroom setting is going to be student-centered and requires a carefully chosen method of teaching technology through face-to-face contact.

The Second Area: Technology offers access to a variety of educational opportunities for teachers and students that encourage imagination, analytical thought, engagement, and teamwork.

- It facilitates participation and, thus, the expansion of skills in digital literacy. Even a two-year-old is more drawn to studying technical aids.
- It spreads learning outside the meaning and out of doors the walls of the classroom. In an easy-peasy way, technology lets students imagine more and capture more things.

Finally, it introduces students and educators to times cultures online. This successively facilitates global comprehension, which is an integral component of 21st-century schooling.

The Third Area: We all recognized that various scholars are, and may still be, in our classrooms, and with different essential learning needs. Differentiated directions also are rendered even easier by the utilization of instructional technologies. It would become more of a reality! Students are given a customized curriculum with differentiated learning, which reaches them where they're, in a developed manner. More students are prepared to enjoy this sort of teaching. The usage of technology often allows students outside of the classroom access to vibrant learning resources. Technology gives a standard location to the entire globe.

Finally, it's of utmost significance for college kids to use instruments that better train them in school for his or her potential learning experiences. this needs a mixture of traditional software and therefore the new tech. Integrating technology into the curriculum offers students a variety of skills to figure through the variability of today's online technologies! It also gives teachers the power to show digital citizenship to students and, thus, the fashionable demands of educational ethics.

2. Impact of online teaching and learning on learners and teachers in the 21st century

Information is out there exponentially for all the innovations. Younger generations; accepts modern learning approaches with barely a problem because they're applied earlier and in grade school to advanced technologies. Students from tomorrow are going to be expected to develop and learn different learning methods at a way quicker and earlier pace. Even pedagogical learning is going to be revised.

Contrarily, some academics (See Crook, 2012: Selwyn, 2012) involved departing the "Ed-tech bubble and blamed academics within the field of educational technology for being "inward-looking and not interacting with academics and practitioners in various levels of education. the necessity is stressed for educational technology academics to interact with a debate about E-learning's challenges and hot topics. Critical and Doubtless Undisciplined discussion is required more now than ever with the spread of the latest beginnings like massive open online courses (MOOCs), Khan Academy, and therefore the strength of using social media in learning.

The importance within the consideration is that online teaching and learning has moved beyond a fascination with technology and feasible applications to a more full-fledged review of its impact and therefore the consideration of pedagogical successes (and failures) of a number of the fanciful dreams that were bound up within the excitement of the fast technological advances from the 1990s to 2010 Carrson, 2011; Rudest am & Schoenholtz-Read, 2010).

It is proposed that online teaching and learning have reached a state in time and development of theory, research, and practice integration. There are robustness and understanding of the impact the range of encounters more and more people across the earth have within their lebensraum.

Firstly, problems with access, equity, and a replacement sort of poverty about involvement within the online community raised issues about the haves and have-nots. While this thing has not been solved globally, the spread and coverage of online potential have begun to become more universal at a greater rate one century than the spread of literacy did over many centuries. The historical parallels with the arrival of the printed word and therefore the spread of literacy rate to the purpose of an almost assumed fundamental right shouldn't be lost during this electronic era.

Many learning areas are suffering from the overall conceptualization of what has become abridged within the term "online" training schools. education institutions are one area of learning schools' action expansion and application. Less known but still important has been the impression and activity in vocational and workplace learning. However, online technology and related applications have long been a staple of the business world, especially within the information technological (IT) areas, several of which support developments in online learning, others in software and hardware development for application.

A further related application has been in training (Driscoll, 1998), where aspects of online and Web-related planning design and delivery of adult training programs have increased over the past 15 to twenty years. This area's impression has led many organizations specializing in corporate training and support systems online where employees can take personality profiles, tests about their learning styles, and more improved psychometric analyses.

3. Influence of online teaching and learning on teachers and learners in pandemic period

For the upper education sector worldwide, the Covid-19 pandemic has posed significant obstacles. Our results point to the preparation of learning experiences with particular elements, the synthesis of three sorts of involvement (social, cognitive, and facilitator). Therefore, the necessity to regulate the test to the present conditions of learning. Online learning is an instructional method that takes place as a sort of distance learning through the web. As results of the COVID-19 pandemic in 2020, distance education has become widespread. Thanks to

these conditions, online training and learning played a crucial part in early education schemes, while discussions still are useful for little children.

This descriptive research illustrates how a retained teacher education course in childhood education has been revamped to incorporate online learning and teaching resources for student teachers. It defines three stages of the experience of web student teachers: Planning, Execution, and Contemplation. Tasks wiped out each process are recorded.

During the second week of March, schools and colleges were packed up to contain the COVID-19 outbreak. This has also driven educators to reshape the method of teaching and influence the long run of 32 crore children. Network world pupils, bridging the patchy and impersonal internet experience, increasing screen time, and unavailability of regional language content creating resources.

Another task is to form sure that as classes restart; students return and remain within the study. This is often very true with extended closures and where economic disruptions bring a strain on children to acknowledge financially vulnerable households and lift revenue.

Dede (1998), in Six Challenges for Educational Technology, explains that a lot of exciting information technology applications in schools confirm that emerging technology-based teaching and learning models have the potential to vary educational results significantly. Consequently, more people are telling the fragmented, wealthy islands of creativity the way to proportion. Instructional technology has rendered universal advances in education feasible by dramatic developments in traditional teaching activities.

He then explains that changing techniques successfully without undercutting their influence, as pioneered by pioneers of instructional advancement, must be changed to be adopted by traditional educators. during this 'scaling-up' phase, technology-based developments bring unique challenges and opportunities. Without leveraging the utmost force of high-performance computing and communications to spice up curriculum architecture's reshaping in classrooms, I feel structural change is unlikely. However, the expense of technology, its accelerated development, and its users' unique expertise and skills pose considerable obstacles to productive usage.

According to Schank and Jones (1991) substantial study papers that help students add up to something they need to be assimilated, but don't yet understand, are essential to inducing retained and generalized learning (as cited in Dede, 1998). consistent with (1998), Edelson, Pea, and Gomez (1996) state, "Reflective discussion of everyday interactions from different viewpoints are critical within the transformation of data into information by learners, also as in students mastering the cooperative development of the means and intent" (Edelson et al., 1996). Several of that area unit interpretive and communicative tasks are improved by

educational software. Most just steps are better done by face-to-face contact, whereas the computer-mediated contact buffer and mask aren't involved. (Brown and Campione, 1994).

However, more educators should adjust their educational methods and achieve large-scale improvements in conventional teaching practices; administration of classrooms, social organization, and group partnerships should be completed in elementary ways. this suggests that 'settlers' (people WHO value stability Associate in Nursing don't want valiant attempts to become an everyday requirement) should be convinced to create the jump to a transparent sort of skilled operation, recognizing that their regular work would be property once they use these different methods, though not extra effort. Can it, though, concurrently invoke educators' critical mass during a very district to supply such a shift?

Dede, (1998) jointly articulated that research papers that new, technology-based education methods end in a minimum of four sorts of educational outcomes improvements. variety of those gains area unit simple to speak to the community; others area unit tricky, but alongside them, they represent a body of evidence which will convince most of the people.

These four sorts of area unit changes are described below, recorded so as from the foremost pronto to the toughest to show:

- Increased learner motivation
- Advanced topics down.
- Students are acting as specialists do.
- Developing the facility to leverage disadvantage-finding methods for learners.

4. Online learning and teaching vs. category area learning and teaching.

Online learning is wonderfully flexible. Usually, after studying digitally, it is the asynchronous activities like displays and quizzes that originally come to mind. However, there's another crucial aspect of online learning: the live, synchronous part.

By incorporating a personality dimension, live learning would improve interaction. For beginners, it's handy. WHO is additionally not an autonomous body and WHO squares measure utilized in instructor and sophistication conventional instructional paradigms. Live square action online lessons which are especially important during a course. this provides learners the power to realize input on their learning aspects that can't be calculated during a self-marking quiz area unit.

Live online lessons area unit practically like ancient face-to-face categories in certain respects; a teacher can gift knowledge and behave in real-time with a gaggle of participants—their equitable efforts some required variations in various ways. to get them, let's take it easy.

In schoolroom administration, the primary fundamental difference is the trainer is absolved to pass the learners back, organize them in several respects, and parturition out of the classroom in Associate in Nursinging offline schoolroom to create the tasks run swimmingly. A conference

software framework is employed for many online categories to make burst-out teams and various learners' arrangements within the schoolroom. the sole realistic approach to perform online classes is for the trainer or presenter to handle the cluster as an entire. due to this, until they're unbroken to a smaller group of users, web categories perform best. The category scale is limitless for courses with no instructor involvement, including MOOCs (Massive Open Online Courses).

The usage of back channels may be a further differentiation. In instructional items, like seminars, Backchannels area unit especially standard; everywhere the area unit of the audience expected to need a seat and listen for a protracted amount of some time. within the past, lecturers from the Lecture Theater typically secretly used smartphones; radical lecturers could also consider a Twitter hashtag as an audience platform. Usually, online lecture rooms have an integral note and can function as a channel for the viewer to form sure they're involved. For this cause, it's typical for every presenter and host to possess online lecture-style classes.

5. Conclusion

The absence of visual input in online categories is usually a standard problem for academics. Once we present the Associate within the nursing audience within the same region, we attempt to face measure capable of adjusting our delivery to visual input from the audience. an area filled with bored faces is usually a specific indication that a presenter or instructor wants to feature several interactive events or change their execution to interact tons with the gang. Several sharp presenters will fill in with the resources out there to market similar input inside the web schoolroom. Daily requests to the group that they will reply with area unit select tools are beneficial since they guarantee that the participants' area unit is engaged during a live online session.

Students attending online sessions can often enjoy the obscurity of not being physically talented during a schoolroom. WHO learners are reluctant to speak or lift their issues during a physical schoolroom will typically feel braver until they realize the category's multiple participants might not see them. To sum up, though their area unit disparities between physical and online instruction, each area unit of the distribution way are usually wont to accomplish similar objectives between the hands of a well-trained instructor. The one you agree on relies on getting the complete sum of your coaching when the material is being tutored.

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COMMUNICATION SKILLS IN THE CORPORATE WORLD

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Abstract

The predominance of market economy and globalization and the contemporary outbreak of market have basically changed the world. These pivotal developments have greatly enhanced the need and necessity of acquiring communication skills. Communication Skill is the ability an individual exhibits in consistently demonstrates the ability to effectively communicate with clients, colleagues, subordinates and supervisors in a professional manner. Communication skill is considered to be the art of convincing through the use of oral language and written language. One can never communicate one's ideas without good personality. As we are living in the era of communication, we have to communicate our thoughts and ideas in this world. The aim of the seminar paper is to present on the role of communication skills in the corporate world. Corporate communication is the message issued by a corporate body or institution to its public. Corporate communication consists of the circulation of information by a variety of generalists and specialists in an organization. Communication forms the backbone of business in the global village. Communication includes management communication, marketing communication and organizational communication. There is an increasing awareness that understanding human behavior and psychology leads to better management of employees, which in turn provides motivation leading to better output and productivity.

Keywords: Communication Skills, Corporate world, Market communication, Management Skills.

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The aim of the seminar paper is to present on the role of communication skills in the corporate world. Corporate communication is the message issued by a corporate body or institution to its public. Corporate communication consists of the circulation of information by a variety of generalists and specialists in an organization.

Communication forms the backbone of business in the global village. Communication includes management communication, marketing communication and organizational communication. There is an increasing awareness that understanding human behavior and psychology leads to better management of employees, which in turn provides motivation leading to better output and productivity.

The importance of communication can't be underestimated. Good communication skills are necessary in all walks of life. The lack of effective communication skill has a negative impact on the personal as well as professional life of a person.

Good communication skills are essential for one's a better life and career. A good health care provider, who is able to put patients at ease with a few comforting gestures and words, will definitely be an asset to any hospital. A teacher, who is able to communicate well with students, can inspire the student to learn and participate in the class. Workplace communication can improve by participating in a facilitated workshop. Communication can improve by participating in a facilitated workshop. Good communication skills are an invaluable asset to a sales person because he is entrusted with the task of convincing the prospective buyer about the wisdom of investing in a product. Now a days, in this corporate world, a leader communicates with several people on a daily basis, such as his subordinates, clients, media persons, shareholders, investors, etc. The success of any leader, in negotiating and working with all these people mainly depends on his interpersonal skills. If he is able enough to form a kind of connection with the people he interacts with, the way he communicates and presents himself, a leader is able to achieve a lot.

Why is communication important?

Communication is an important part of every one's life because communication helps people to connect with other as individuals and as independent groups. Communication is the very foundation for the process of development in all fields of life.

Information circulation:

We are able to send and receive information due to the process of communication. Mass media is an important for information circulation.

Expressing ideas and emotions:

Communication helps the people to express one's ideas and emotions -spoken and written.

Education:

Communication plays an important role in the process of imparting knowledge. Communication is an instrumental in the process of education because it helps the teacher and pupils to interact with each other.

Building Relationships:

Communication facilitated dialogue, exchange of ideas as well as an expression of human emotions. This it helps to build relationships- May it be business communication or interpersonal communication.

Entertainment:

Music, Movies, T.V shows, theatre or even anecdotes narrated by people are several types of communication, which are sources of entertainment for people.

Decision Making:

Communication helps in the process of decision making, be it an individual decision or group decision making.

Improving Communication Skills:

One should realize that just being talented, is not sufficient to survive in this competitive environment. Lack of good communication skills can be a major hurdle to one's career family and social life. So improving, one's communication skills is an essential need in order to attain success in all walks of life. Effective communication skills are urgent requirements not only in one's work place, but also in almost all aspects of life.

Enhancing communication involves both oral as well as written communication.

Written Communication:

- Present one's your hard work in the form of presentations
- Communicating email in formal language.
- Preparing bulletins and reports summarizing one's work.

Oral Communication:

- Interacting and negotiating with clients.
- Interacting with colleagues.
- Winning various debates and group discussions.

Management communications are communications between management and its audience- internal and external. The Organization depends on specialists in marketing and organizational communication. In order to support management communication, Marketing communications get the bulk of the budgets in most organizations and consist of product advertising, direct mail, personal selling and sponsorship activities. Corporate communication, implies a logical approach to the development of communication in an organization. Corporate communication is linked to the field of public relations. The managers face some issues like social, political, economic and cultural climate in which corporations create their image and project their voices and timely moment or the creation of circumstances for corporate communications. There is need to understand and capitalize on the psychology of constituencies. The responsibilities of corporate communication are to minimize discordances

between the companies' desired identity and brand features and to formulate and execute effective procedures to make decisions on communication matters and also to coordinate with international business firms besides mobilizing support for corporate objectives.

As per research surveys, most of the U.S largest firms showed that close to 80 percentage have corporate communication functioning which include media relations, speech writing, employee communication and corporate advertising and community relations. It is found that companies must create these groups for effective communication in any organization. In several the surveys, it was found that corporate communication officers in global fortune, 500 companies tend to have average tenures of about 45 years. Ccos says that just around 42 percentage of their job is strategic and 52 percentages is prudent. They will be concentrating more on social responsibility, social media and fame and prominence. There were the main points, which any in the corporate world should keep in the mind for an impressive communication. Most of the management problems in an organization arise only because a lack of effective communication. Business communication is not an act of conveying information, but it requires a systematic and continuous process of listening and understanding. Every professional must be conversant with the use of good communication skills.

Conclusion: Effective communication skills are vital for handling unions and organizations. Nowadays customers are increasingly influenced by the public image of a company which in turn impacts the company's business. Corporate social responsibility of business houses is also assuming importance. Managers can't remain impervious to these developments. They need to establish public image of the company and take care of social responsibility by passing on benefits accumulated by company back to the society in some form. All this is achieved through proper forms of communication skills.

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POPULAR SOCIAL MEDIA SLANG WORDS IN THAILAND

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Abstract

Slang is a set of colloquial words or phrases in a language. It is the use of informal words and expressions that are not considered standard in language. Slang is very often colloquial. Though slangs are language and culture-specific but they are often transmitted from one culture and language to another. Recent electronic communications contribute a lot to this process. Human needs a means of communication to fulfill their social needs. To support communication easier, electronic media is used. Electronic media provide information that can be understood more easily and instantly. The development of the era has been an influence in communication and interaction ways. In this case, the language which is used also influenced. Nowadays, many slang words used in communication. Slang is a language variety which is informal which used to communicate more easily and instantly in the social group and nowadays people are super active on various social media platforms like Facebook, Instagram, Twitter and more. Most of the conversations on social media include various lingos or acronyms that people take a while to figure out. Acronyms like LMK, TFW, BTW, TBH, etc. are used very casually in the comments, captions, and conversations between people. Social media slang words are new language with innovative and novel characteristics.

Keywords: social media, slang, words

Introduction

The essence of communication is the transmission of meaning from one individual to another. Human needs a means of communication to fulfill social needs. The development of media influences communication and interaction way. It means language that is used to communicate has changed. Nowadays, many social groups use special terms to communicate with others, particularly social media. They use special terms that have many errors in language.

Language is an instrument that is used by humans in communicating with others. Language takes a vital role in people to communication with others because without using language one person cannot communicate with others. Through a language, people can express what is on their mind and convey it to others. From time to time, human language always develops and tends to change because of some factors such as social

life and human need for language. Language changes rather slowly compared to the human life span (From kin& Rodman. 2003: 488). Usually, it begins with phenomena such as there are many styles when someone uses that language. The style of language occurs when someone thinks that it is the best way of using language. When the use of a new style starts growing and it is agreed by that people as a part of the language, slang appears.

Standard English is the English that people use in grammar and has nothing to do with the accent. While Non-standard English is a language that contain expressions that are regarded as incorrect or unusual used and not follow by the grammar rules. These are some examples kinds of languages that are included in Non-standard English such as lingua franca, jargon, taboo, and slang language. The English language also has two variants, formal and informal English. Formal English is usually used for formal conditions such as research, business, application letters, papers, thesis, seminars, and other formal situations. On the other side, informal English is called colloquialism because it is often used in daily communication.

Nowadays, people commonly use informal language in daily life; one of the languages that are easily found in daily conversation is slang language. According to Partridge (1950:69). "Slang language is mainly spoken form, which is used in social milieus and popular media, and to certain extent, it is used in social and popular media example like new slang words: "I3ae" that recently booming in some media social which is the acronym for "Baby or Darling".

Slang words

Slang has several definitions. In the dictionary, slang is a very informal usage of vocabulary and idiom that is characteristically more metaphorical, playful, elliptical, vivid, and ephemeral than ordinary language. Besides, slang is not an official language that is avowed in a dictionary. It is just a style of language used in a specific group of people. Another definition of slang is proposed by Agha (2015: 306) which states that slang is an ideological framework for reasoning about language that defines a class of deviant registers of language. Slang Language is the non-standards use of the word in a language of a part social group. Slang is something that everyone can easily detect but nobody can define. According to From kin&Rodman (2003:264) "Slang is a kind of casual language that occurs as a result of the rapid growth of new words that is used as a creative expression from people to make the words more efficient and simpler to be uttered". This means that slang is used in informal situations and people usually use slang to talk with their friends or their society, but it is not polite to talk to elders using this language. People like to use slang because it is more communicative and enjoyable. Slang is sometimes created spontaneously by people, usually to describe what exactly they are feeling, or new words that have been created to express specialized meanings, example when people want to describe that they feel depressed, or sadness they use 'blue' to describe that feeling it

means that slang is a very different language when compared to the original language of that slang.

Social media

Traditional media devices and technologies have been progressively developed to use with popular and important in every society. In recent years, social media platforms have become the medium of everyday interaction. Social media platforms such as Twitter, Instagram, YouTube, Facebook, Skype, and many others serve different purposes in communication (Zahirah Zainal, Noor Hanim, 2020). Nowadays, social media has changed the way how people communicate, convey ideas, and connect to others. There are some reasons why social media is also popularly used in the field of education, such as it is used by students and the people widespread; it offers a characteristic that other teaching media doesn't have; and more importantly, it also brings some changes towards the conventional value and concepts of students' learning process (Joosten, 2012).

The context of social media most commonly only focuses on the daily stories told based on someone's experience, a debate whether a story is important to be discussed or not, and other social sources that create both speaker's and audience's identity. Social media is also used to document an event that an account owner is experiencing at the moment. A story published on social media might sometimes be something emotional that has a deep meaning for the account owner (Page, 2012). Social media is different from mass media in some ways. The information published in social media usually attracts more attention and reaches to a bigger scope of the audience compared to the one in mass media. Being aware of this fact, mass media often uses social media as a tool to promote itself. The media industry also uses social media to report the newest news happening (Hermida, 2010).

Social media users are not limited to a particular location and a nation's geographical borders. Social media users are not only passively receiving information but also can actively create content and share it online. This is what makes social media users can act as both, a consumer, and a producer (Bruns, 2010). The content accessed from social media is varied; it can be in the form of texts, photos, audio, videos, animation, simulations, etc. According to, content on social media can be used as a business commodity. These various contents on social media can be easily accessed by using a hand phone or any gadgets. This is what makes social media very flexible to be used by different individuals with different needs, potency, and desires (Blossom, 2009). Ethically and lawfully, the use of social media fully depends on each of its users. Social media also offers the possibility for the users to have two-way communication. This communication uses the social media's network itself, which is more popularly known as viral communication that is a public conversation among online users. A viral community is a group of individuals with no limitation in terms of their time, place, physical condition, or even economical status (Nasrullah, 2015). In accordance with time progress, social media is continues to

grow with an offer of various facilities and advantages. Social media can be divided into six types. They are:

1. Social networks that have the function to socialize and interact (Facebook, LinkedIn, myspace, etc.).
2. Social media for discussion, chatting (Skype, Google talk, Phorum).
3. Social media to share (media share) files including photos or videos (YouTube, Slide Share, Feedback, Instagram).
4. Media for publishing (WordPress, Blog, Wikipedia, dig, Wikia).
5. Microblogging, a media for socializing but has a certain number of limits (Twitter, Plazes, Plurk).
6. Social games, games that can be played together (doof, pogo, Koongregate).

Popular social media slang words

At the present, with the paradigm change, many Thais use social media forums, online forums, and chat groups. As many more people communicate with each other, there is a trend in which people utilize shortcuts and texting slang as it shortens the time it requires to create the messages for communication. (Rachsuda Jiamthaphaksin, et.al., 2016: 130). These shortcuts, texting slang, intentional misspelling, and abbreviations though not in formalized dictionaries, are becoming more important in the communication process via these channels. This phenomenon is reflected well in social media, where posts made by the younger generation, will usually contain slang and abbreviations but are commonly understood by the social group they have posted their message in. In Thailand, one of the observations is that Thai social media users like to latch on to the latest trends and engage in social media interaction based on those topics to keep up to date with the latest popular trends. One recent example of slang that was readily adopted by social media users is "Sticky Rice and Chicken," in which a YouTube video became a national sensation in which many people were paraphrasing from the clip in their daily conversation and social media interactions. Though adoption of slang usage is common, slang has a tendency to get old over time, which leads to the adoption of new slang or evolving of existing ones. As the Thai population generally likes to follow trends one of the behaviors of that many Thai social media users engage in, is to follow the latest popular social media trends in slang and word usage. (Wahyu Trimastuti, 2016). As slang is changed and evolved, many Thai social media users like to adopt to the latest trends in slang and word usages, which is adopted by various social groups. These are a few social media slangs along with their full forms that are in trend and used frequently: *gik*-More than a friend but not a boyfriend/girlfriend, *ì ì*-Laugh, 555(hahaha)-Laugh, *lamyai*- annoying, lol - laughing out loud, brb - be right back, lmk - let me know, ttyl - talk to you later, HBD - Happy Birthday, btw-by the way, gtg-got to go, DM - direct message, DYK - do you know, IDC - I do not care, etc.

Conclusion

As society and the economy continue to develop, Social media slang has shifted from being a mode of communication to being an everyday language. People's communicative behavior,

language, and psychology have all been affected by the subtle influence of internet slang. Slang is a language used by a specific group of people and usually used in an informal situation and was spread quickly because of social media, words are moving around the world within weeks and months, whereas before, it could take a few years. Language is changing more quickly, but technologies have developed and they allow the transmission of slang terms to pass from one group to another much more quickly. As there is an increased consumption of social media content, there is a shift from the consumption of traditional media in which formal language is used regularly such as broadcast and traditional print media. Social media posts are a reflection of the trend, where posts usually made by younger generations usually involve communication in slang and non-formal language which is not typical. As the Thai population like to follow trends, one of the behavior of that many Thai social media users engage in, is to follow the latest popular social media trends in slang and word usage.

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FUTURE OF EDUCATIONAL TECHNOLOGY

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Abstract:

Technology has permeated all sectors of life. However, the integration of technology has been a journey of indecision and controversy. The recent pandemic has catalyzed this merger with suddenness and innovation. As the world reels back to normalcy, the future of technology is now set firm on a path of diversification and personalization. Despite the many advantages that technology can offer in teaching learning process, there are many questions that remain to be answered and many solutions to be explored. One such looming challenge is training teachers to use Ed-Tech effectively in the classroom. The teaching of languages and soft skills through technology offers a unique opportunity for the learners to customize and pace their programs at will. Such flexibility will encourage more learners to explore diverse domains of interest. But can a learner translate the knowledge and skills learned virtually into the workplace is a question that is yet to be solved. With the growing customization of Ed-Tech, many teachers often question the relevancy of teachers in the learning process. With the growing emphasis on self-learning, teachers need to maintain their relevancy against the rapidly evolving technology but rather than confronting the technology, it can be perceived as a solution to many issues that exist in the classroom.

Keywords: Educational Technology, Ed-Tech, Self-learning, Digital teaching, Virtual teaching

Integration of technology into education is perhaps one of the most challenging aspects of the modern classroom. Despite the changes in policies, teacher's perspectives, and the availability of resources, the use of technology is low.

There is no need to emphasize the fact that technology can greatly enhance learning. It can help educators explore efficient ways to drive home a concept to the students. Learners on the other hand are provided with larger flexibility and personalization.

In the past, the use of technology in education was considered controversial and some even argued for the reducing role of teachers in the classroom. However, the role of the teacher

has simply evolved from being a dictator of the classroom to a facilitator of education. Slowly but surely, the prospective uses of technology were realized by the education sector and a special niche in technology developed called Educational Technology.

Today, education technology is an industry worth over USD 85 Billion with projections to grow up to USD 180 by 2025. The Ed-Tech Industry as it is commonly referred to comprise all the hardware as well as software, websites, and LMSs that are used in education.

As the technology evolves, it becomes more intuitive to the needs of educators and learners. It will also encompass diverse domains of knowledge. The existing technology in the education sector addresses the basic functions of a classroom such as distribution or presentation of e-resources and materials as well as evaluative aspects of the classroom.

The future prospect of Educational Technology lies in the fields of augmented reality, robotics, and IoT. Yet many questions loom over the prospects which include how to address the digital gap and the issues of training of teachers.

Many educators assume that the use of a PPT or a basic LMS or a Smartboard such as Edmodo is a successful utilization of technology. Ed-Tech extends beyond these commonplace items. While they are ubiquitous, many resources exist that offer more subject-specific needs to make the classroom experience truly innovative.

The integration of Technology with the principles of Computer Science has given rise to an interdisciplinary domain called Digital Humanities which intends to use the principles of data mining and DBMS to explore the literature.

While the domain of digital humanities does not concern with the usage of technology in the classroom, it still serves as an instance to emphasize the fact that a new perspective can be developed by integration of these two distant fields.

Technology can be used in many creative ways in the teaching of languages, arts, and skills. Virtual reality may be used to create the environs of a period drama or may be even to capture abstract imaginations of a poem. One such fallacy is that students are technologically more competent, but the fact is that while students may be well versed in social media but not educational technology. Therefore, the concept of digital migrants and digital natives does not hold true in relation to Ed-Tech.

Technology and online resources are tremendously helpful in imparting soft skill to students. Soft skills being an umbrella term for many concepts, the diverse online resources offer much-needed demonstration of these skills in real life.

One of the strong arguments for use of technology is to teach not just the subject in question but also acclimatize the learner to technology – which is an essential skill in the modern workplace. This fact garners more significance in professional education such as engineering where the student is expected to be proficient in basic computer skills.

While such benefits exist for virtual teaching, use technology in the classroom can still be a challenge to both learner and teacher. Excessive use of online resources and constant need to be creative can make teaching mundane

In conclusion, the successful infusion of technology in education depends on many factors which include the teacher's experience with technology and training received. The ability to discern the appropriateness of a resource from the internet is another major factor. Technology while being a great resource and a harbinger of innovation and creativity can also become a distraction if improperly used.

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ENGLISH LANGUAGE TEACHING IN INDIA: TRENDS AND CHALLENGES**Y Prahalada****Research scholar, Acharya Nagarjuna University.****Abstract:**

The Indian voice is perceived to be weakening global ELT, as one discovers informally and formally during coffee-break conversations at international ELT conferences, in ELT research project meetings, or from reading state-of-the-art reports about ELT. 'Home-grown' literature on Indian ELT still continues to be in short supply, if the small numbers of Indian ELT journals, good research publications, or formal research studies are any indication. Against this backdrop, *Innovations in English Language Teaching in India* should be a welcome attempt to add to the slowly but steadily increasing presence of Indian ELT on the global scene, though both key terms—'innovations' and 'India'—in the title need more consideration, to which we will come back later.

Introduction:

India is a developing country and the teaching of English has become a real challenge right from the beginning of the history of English language teaching till date. Though language is the backbone of civilizations and cultures across the world but still everybody in our country is lamenting on the deteriorating condition of English in schools and colleges. English as a language is insufficiently developed in most of the students of schools especially government schools in region of Punjab. The irony is even after spending 10-12 crucial years of their life learning English language from I to +2, most of the students remain tongue-tied and the same heritage of functionally illiterate learners in English is passed on to the colleges and the most affected ones are the students of BA stream.

Moreover, the higher authorities always expect good results and teachers are caught in the mire as whether to complete syllabus or improve the English language of the learners. It is astonishing to note that the English language has won 'global status' or 'International Language', and all the evidence suggests that the position of English as a global language is going to become stronger but we have to swallow this bitter pill that teaching spoken English to the Indian students has remained a major challenge to the language teachers for ages. This paper throws light about current trends, issues and challenges that all language learner's and teachers are facing. Various obstacles regarding large number of students stuffed in small classroom, rural background, lack of confidence, lack of motivation.

I. Teacher and Method:

A teacher should adopt eclectic and pragmatic approach because no single approach is useful in all situations. When the teacher becomes slave to the method, the whole teaching work becomes a topsy-turvy. A good teacher should keep all the method in his/her armory and use any method depending upon the learner's level, needs and classroom situation. Judicious use of any method can prove beneficial for the learners. Knowing the latest methods of language teaching is like taking a loan from a bank without knowing how, when and where to invest the loan to maximum advantage.

II.Objectives:

The objective of teaching English in India should not be 'producing bookworms' or 'linguistic robots'. What is important is to motivate the students by creating awareness around them regarding importance of English. 2. The other important objective is to focus on the graduation stream especially B.A streams of mixed ability. Since most of the students study English not as a subject to be 'learned' but as a subject to be 'passed; so that the future seems a long dark tunnel for such learners. 3. The other foremost objective of teaching English in India should be to make the students learn the English language (in play- way methods) in order to produce efficient communicators. 4. The barrier of hesitation or the phobia in the minds of learners about English language especially B.A students should be overcome so that real learning takes place. 5. The current curriculum of English language of graduation stream do not meet the demands and requirements of the learners as.

Common Problem in the Classroom as an ESL (English as second language):**Over Dependence in Teacher:**

If the teacher obliges the student with correct answers every time, it gives birth to the habit of spoon-feeding and student automatically looks towards the teacher whenever in deadlock instead of trying themselves. Thus we must focus on giving positive encouragement and should not make them puppets in hands of a teacher.

Mum participants or introvert learners:-

As an ESL teacher, you will encounter students of different learning capabilities and language skills. Never allow few extrovert and over confident students to steal away the show. Focus on calling introvert and weaker students in the class to answer the questions so as to boost their confidence.

Fear of feedback:

We must allow children to learn the L2 and should correct their mistakes as a parent corrects a child learning the mother tongue (L1) eg. If a learner writes:- 'Catch-cateched-catched' instead of 'catch- caught-caught' He/She should not be ridiculed in front of whole class because he has at least learnt the rule of grammar 'ed'. There are certain developmental mistakes which are not abnormal rather they are inseparable and integral part of learning process. Never criticize a child, no matter how slow his progress may be. We must remember

that a learner is like a tortoise and a tortoise move forward only when it sticks its neck out and it will do so only when it feels secure.

Lack of clear cut Aims: -

There is a general lack of clarity about the aims and objectives of teaching of English in India. The teachers know that they have to teach the subject since it is included in the syllabus. The students, study, English not as a subject to be 'learned' but as a subject to be 'passed'. This makes them addicted to cheap bazaar guides thereby infecting them with cram and forget virus and short term superficial learning syndrome. For many such students, therefore, the future seems a long dark tunnel. It is this reason why teaching and learning of English in India's school and colleges is in a muddle.

Conclusion:

Teacher and learner are the two eyes to the teaching and learning process. This umbllysis between teacher and learner should always remain intact for the growth and progress. As Abdul Kalam says: "Winners don't do different things but they do things differently." We don't need to teach a new concept everyday but we can teach the same concept in an innovative way in the form of games and music which students will enjoy and learn. The teachers own energies and enthusiasm is of utmost importance since neither methods nor materials will make up for the deficiencies in personal qualities. Children's have an uncanny and remarkable ability for learning languages, which decreases year by year until the child has reached his late teens. Unfortunately, that is when we usually begin to teach them L2. The result of this is the secret of success behind fast growing culture of spoken English institute charging huge amounts from their innocent predators. Perhaps we had spent too much time learning the rules and not enough on plasticising its applicability in real life. There is now a need of reform in the subject matter of language teaching and to redesign the syllabus according to the present requirements of the learner that should lay more emphasis on practical everyday English and appropriate teaching strategies should be adopted at different levels.

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THE ROLE OF BLENDED LEARNING AND FLIPPED CLASSROOM IN LEARNING ENGLISH AS A SECOND LANGUAGE (L2): A CASE STUDY

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Abstract

Electronic revolution in general and electronic technology in particular brought with it many changes and made human life very easy and simple. Apart from this the electronic technology changed the entire educational system in the world. With the advent of electronic technology the style of teaching and learning changed from face-to-face to blended teaching and flipped classroom. Blended Learning (BL) and Flipped Classroom (FC) model is a new style of approach in education system in which teachers and learners take part in the class room activities both electronic, online media and traditional face-to-face teaching and learning. Therefore, Blended and flipped teaching and learning model require the presence of both the teachers and learners in the classroom activities. The case study investigates improvement of the students' English language (L2) learning levels by making use of the Blended learning in Flipped classroom in English as second language (L2) learning environment. The analysis of the students' responses paved the way to form an idea about what factors must be considered when introducing the learners the blended learning and the flipped classroom model. The aim of the paper is to show the significance of the blended learning and flipped classroom to learn English as a second language (L2), with special reference to Telugu medium PG students in Krishna University and how the teachers maintain the balance with both traditional and modern technology to provide the second language, English(L2), learning environment with a more interactive collaboration.

Keywords: blended learning, flipped classroom, technology, second language learning, English (L2), case study.

In India the education system in general and the Higher education system in particular have been traditional/conventional in nature since time immemorial. With the advent of information technology, since 1990s, the education system and the teaching and learning process has been changed in India. The process of teaching and learning started changing by adopting new technology and innovations. Technology in general and education technology in particular, in teaching and learning, paved the way for a great number of opportunities and facilitate the learners to have an access with any information. Adopting and making use the

new innovative technology in education lays the foundations for Blended Learning (BL) and Flipped Classroom (FC). This new phenomena have made the higher educational institutions to recognise the significance of integration of technology into the higher educational institutions. The technology changed the teaching and learning system form the traditional/conventional, teacher centred, un-interactive, memorisation, to student centred and task-based model of teaching and learning. The integration of education technology in higher educational institutions promoted the traditional teaching and the learning system to the modern system of Blended Learning (BL) and Flipped Classroom (FC). The Blended and Flipped model, is a face to face and online teaching and learning, is a modern innovation which is very effective in teaching and learning and changed the entire education system in the India.

Blended learning (BL) and Flipped classroom (FC) integrates electronic devices such as computers, laptops, mobile phones, tablets, etc., and Internet connection in the teaching and the learning process. It delivers the courses to the learners, on campus/off campus, by making use of a particular platform. Many researchers opinion that Blended learning and Flipped classroom is a hybrid one which incorporates face-to-face instruction and online teaching and learning which is very important impact on the educational system in general and teaching and learning process in particular. According to Rovai and Jordan (2004), blended learning scheme is a “hybrid classroom and online learning that includes some of the conveniences of online courses without the complete loss of face-to-face contact”.

The success of the Blended learning depends on the teachers' successful usage and implementation of the internet sources, educational technology besides using of the prescribed texts, and learner centric approach. In the same way the success of the Blended learning and flipped classroom relies on the learners' successful use and practice of the assigned tasks, internet sources, activities assigned by the teachers, and making use of the prescribed text books. According to Picciano (2006) Blended learning “requires determining specific percentages of face-to-face classroom meetings and online instruction to encourage independent, student- centered learning and active interactions among learners rather than the mere provision of knowledge to them. Instead of meeting in a classroom three hours a week, the class meets two hours per week with the three hour dedicated to an onlinediscussion”. Therefore, the success of the the Blended learning and flipped classroom relies on both the teachers' and the learners' successful usage and implementation of classroom activities both offline and online.

As per the researchers Blended learning and flipped classroom consist of different instructions. Whereas Bull master Day's suggestions are very relevant and applicable in establishing an effective learning environment. Bull master Day proposed three types of instructions in the Blended learning and flipped classroom. They are:

1. Traditional way of teaching
2. Learning through doing and problem solving exercises
3. Interactive learning

An effective Blended learning and flipped classroom is an individual learning that is to fit the needs and interests of the individual learners. The learners are to be made independent by constantly giving them feedbacks on the assignments, providing the learners complete involvement in their activities and work. The constant feedback and involvement improve their skill and capacity on the concerned subject and become independent learners. With regard to the becoming independent learners Bull Master Day (2011) opine: “in a blended learning scheme the material is broken down into small manageable parts that students can easily access and process in a variety of ways; thus boosting cognitive engagement levels”. Thus, In order to be independent the teaching and the learning must be controlled in a democratic way in Blended flipped classroom. The learners are given utmost liberty in planning, choosing the material in consultation with the teachers. Then, the learning process becomes easy for the learners in such a democratic environment.

In Andhra Pradesh, state Universities in general and Krishna University in particular, Telugu medium students, after completion of Bachelors Degree, choose M.A., English Literature in PG for their further studies. Since they come from Telugu medium (L1) background they lack English speaking skills. The study aims to implement Blended Learning (BL) and Flipped Classroom (FC) to teach and learn English (L2) language, with special reference to Telugu medium back ground students sought admission into M.A., English in Krishna University. The paper presents to show the significance of blended learning and flipped classroom to teach and learn English language, (L2), and how the teachers maintain the balance with both traditional and modern technology to provide the second language, English(L2), learning environment with a more interactive collaboration.

The study shows the Blended Learning (BL) and Flipped Classroom(FC) model of instruction which is applied to M.A., English 1st semester students of the Course titled “Use of English-I” by the researcher, Dept of English, Krishna University, Machilipatnam. The number of the students in 1st semester is 20. The aim of the paper “Use of English-I” is to teach the elements of the English Language, to make the learners to get command of the English Grammar and Vocabulary, and increase the learners’ self confidence to speak in English with his/her classmates and peer group in public. In the course of time the learners are motivated and encouraged to develop their command on accuracy and fluency as well as their effective use of non-verbal communication to strengthen their speaking ability and confidence. As per the time table the classes are taken place six hours per week and out of six hours four classes are used for conventional face-to face classroom teaching and discussion in which the learners are assigned to deliver speeches on given topics in front of their peer group. The remaining two hours are assigned for online learning activities and tasks.

The learners are assigned the task of reading the texts and watching the videos before the teacher starts the lesson. The class time is used for peer/group discussion and presentation on the given topics. To convert the traditional class into Blended learning and flipped classroom the researcher used goggle platform so as to create online learning environment. The class work is organised into weekly format to teach a few grammatical aspects, vocabulary and relevant topics which are given to speak in each class during the week. Regarding the topic given the learners are advised and shared YouTube videos, and different websites. The videos simulate the content of the paper/course which is retrieved from the YouTube sources. Learners are suggested/motivated to plan for the talk on the given topic after listening to the class, and watching videos. A few play way activities which are given to the learners to do to enhance the language levels of the learners. The learners must deliver a mock speech every week and take part in the group discussion on a given topic. All these activities and play way activities are observed and examined in between face-to-face class and online meetings. The online class activities, offline learning, reading texts, and play way activities enable the learners to speak on the assigned topic and the learners are able to analyse and solve the problems on their own.

To examine and evaluate the learners' progress a new rating system is adopted. It allotted 40% of the course work to activities, reading and learning tasks to accomplish inside and outside classroom. 30% of the course is allotted to midterm exam and the remaining 30% of the course work is allotted to oral presentations. Apart from this a questionnaire is prepared to get learners feedback on both the face-to-face classes, activities, and online learning tasks which has been carried out during their 1st semester course work. The data deals with the impact and impression of the Blended learning (BL) and Flipped Classroom (FC) which has been introduced to the learners in the beginning of the course. To enable the learners three models are used. They are:

1. Blended Learning Model of Instruction
2. Flipped Classroom format
3. Online Learning environment using the e-learning platform

The results of the paper-based questionnaire which was distributed towards the end of the term are presented in the following tables. These tables show that the learners who took part in the survey have different attitudes regarding the concepts as well as the features of blended learning and flipped classroom. Before analyzing these attitudes, it is worth mentioning here that the participants in the survey were allowed to select from the list of choices provided in each of these questions and all the choices that are applicable to them.

Table-I

Learners' reactions on Blended Learning (BL) and Flipped Classroom

S.No	Questions	Answers	%
1	Blended Learning and Flipped Classroom means (before joining this course)	I don't have any idea about blended learning and flipped classroom	60
		Using online sources	15
		Submitting assignments online	10
		Using ppts	10
		Any other (please mention) Using e-learning platforms Virtual classroom	05
2	Blended Learning Flipped Classroom means (after taking this course)	A new way of learning making learners to be independent and active	60
		Making use both face-to face and online materials	15
		Doing many activities and writing many assignments	15
		Any other (please mention) Lot of work and tiresome learning	10
3	What do you like about flipped classroom?	I am in full control of my learning: able to watch videos till I get it, reading online and offline, preparing questions and discussing in groups	48
		Class time is used to master skills through collaborative discussions and applying what I learned rather than only receiving knowledge from the teacher	30
		Attending to class with thorough preparation	10
		course material is always accessible online	12

The researcher prepares a few questions to get answers from the learners after completion of the course. The table (1) question (1) presents the analysis of the learners' responses towards the Blended Learning and Flipped Classroom(s). For the question (1) most of the learners are unaware of what the Blended Learning and Flipped Classroom is. Almost 60% of the learners stated that they do not have any idea about Blended Learning and Flipped

classroom before joining the course. On the other hand 15% of the learners have different opinion about Blended Learning and Flipped classroom and they said it means using online sources. A few percentage (10%) of the learners believed that Blended Learning and Flipped classroom is basically about submitting assignments online. Whereas 10% of the learners assumed that Blended Learning and Flipped classroom involves using ppts during the class. The remaining 5% of the learners say that Blended Learning and Flipped Classroom consist of Using e-learning platforms and Virtual classroom. Hence, the percentages in table (1) presents the significance of giving orientation to the learners about Blended Learning and Flipped classroom to enable them to learn English language (L2) in the 1st semester. In addition to this the researcher wants to acquaint learners with the new model of teaching to make them know its potential benefits and remove the misunderstandings of the learners about the new model.

Table (1) question (2) presents the learners' opinions on Blended Learning and Flipped classroom after getting to know about the new model of teaching and learning. 60% of the learners agree that the new model of teaching and learning is a new way of learning and making learners to be independent and active in learning the English language (L2). On the other hand 15% of the learners understand that this new method makes use of both face-to-face and online materials. In addition, almost another 15% of the learners believed that Blended Learning and Flipped classroom is doing many activities and writing many assignments to learn English Language (L2). The remaining 10% of the learners say that learning English language (L2) is a tiresome task and it needs a lot of work to learn the target language (L2).

Table (1) question (3) specifically focuses on Flipped Classroom (FC) which stresses the initiative of self study. Conversely, the Flipped Classroom reduces the role of a teacher to a facilitator is completely new to the students/ learners. The new role of the teacher in the classroom is a positive attitude which is made evident by the answers of the learners to question (3) in the table. Most of the learners, (48%), showed great enthusiasm on flipped classroom and they said it helped them to be in full control of their learning. They indicated that it made them to be able to watch videos till they get it, reading online and offline, preparing questions and discussing in groups. 30% of the learners make use of their classtime which is used to master skills through collaborative discussions and applying what they learned rather than only receiving knowledge from the teacher. 10% of the learners attend to class with thorough preparation. If anything is missed the learners make use the course material which is always accessible online is (12%).

Table (2)

Learners' evaluation of blended learning flipped classroom experience

S. No	Questions	Answers	%
4	Do you like blended learning and flipped classroom	Yes	50
		No	20
		I am not sure about it	30
5	Did you really enjoy blended learning and flipped classroom	I really enjoyed learning English language I am happy on the feedback on all assignments	50
		Both offline and online material are very useful	15
		Learning from a different resources: learning from the Internet, learning from videos, learning from online articles; not only using texts	20
		Integrating technology for learning purposes	05
		Any other (please mention) learners' knowledge has been increased discussion with the peer groups and interaction with the teachers is very useful	10
6	Do you like online learning?	Online learning is user-friendly	10
		Access to different variety of learning materials	10
		Easy access (suggested material is available in one place)	40
		Offline and online collaborative learning	30
		Any other (please mention): - feedback on the assignments is very fast	10
7	What are the difficulties in blended and	Many tasks, assignments and activities	60
		Online discussions are tedious	10
		learning independently	10

8	flipped model?	Learning from different sources	13
		Heavy peer group discussion	07
	What kind of activities do you like the most?	Online assignments	10
		Searching the internet	05
		Off and online discussions	15
		Oral presentations	20
9	Any other	Play way activities	50
		All the activities are the best. We enjoyed learning	80

Table (2) question (4) shows that 50% of the learners are in support of blended learning and flipped classroom. The remaining 50% learners are divisible between those who are not sure whether they liked it or not is (20%) and those who have a negative attitude towards it is (30%). With regard to learners' responses question no. (5) Exactly (50%) opinioned that the new model of learning as a chance to learn English language (L2) and getting the feedback on all the assignments. Whereas 20% of the learners happy that they liked learning from internet including YouTube videos and online texts. Almost 15% of the learners state that both offline and online material are very useful and 10% of the learners answer said that their knowledge has been increased by discussing with the peer groups and interaction with the teachers. A few students support the idea of integrating technology for learning purposes.

Table (2), question (6) delineates learners' positive and negative opinion in using online resources in learning English language (L2). 40% of the learners pointed out that using online resource are very handy and made them easy access to suggested material which is available at one place. While 30% of the learners accepted that offline and online collaborative learning is useful for them to learn English language (L2). 10% of the learners approved that e-learning platforms facilitated them to access with different varieties of learning materials. The remaining 20% of the learners said that online learning is user-friendly and feedback on the assignments is very fast.

Regarding the difficulties in Blended Learning (BL) Flipped Classroom (FC), a good number of learners, 60%, expressed that to learn English language (L2) in a short span of time, the new model of instruction requires many tasks, assignments and activities. 13% of learners revealed that to learn English language (L2) different sources are required. 10% of the learners assumed that online discussions are tedious. Another 10% of the learners pointed out that learning independently is difficult. The remaining 7% of the learners are not at all interested in many peer group discussions.

Concerning 8th question in table (2) learners are very much interested in actively taking part in the classroom activities, both online and offline, in learning English language (L2). Half of the learners select play way activities in learning English language (L2). Learners choose the given tasks and activities in the following order. Play way activities, oral presentations, offline and online discussions, online assignments, searching the internet. Learners preferred this order because it is very essential for them to learn English language (L2). They want to give oral presentations and need to actively participate in the group discussions. In addition, to take part in the play way activities 20% of the learners showed interest in oral presentations to learn the language. But, very few learners, 25%, are interested in online discussions as it needs great deal of time. The remaining, 15%, of the learners are preoccupied with submission of online assignments and browsing for the material.

Conclusion

The samples/results of the study presented the significance of Blended Learning (BL) and Flipped Classroom (FC) in educational institutions in general and higher educational institutions in particular. The new model is very handy and efficient approach to convert the conventional classroom to a new/Blended and Flipped model. This model encourages the teachers and learners to implement student centric learning which cultivates learners thinking skills and motivates them to work with their peer groups and the teachers in learning knowledge in general and English language skills in particular which suits their interests. This new model makes the teacher a facilitator to facilitate the learner to learn on his own.

The samples and results of the study reveal that Blended Learning and Flipped Classroom maintain equilibrium between the conventional face-to-face modal and modern educational technology to provide learner cent red, interactive classroom. In addition to that the results pointed out that the new model of teaching and learning pave the way for new learning experience which consists of a variety and useful activities, tasks, peer group discussions, online discussions, teacher and learner discussions, online tools and student-feedback. Further, the results showed that effective Blended Learning (BL) and Flipped Classroom (FC) necessitate equilibrium between the material, the activities assigned to the learners, and the learning objectives. As far as the samples and the results are concerned, the Blended learning and flipped classroom is accomplished by offering the learners and the teachers with continuous technical support, manuals, and e-learning environment.

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INNOVATIVE TECHNIQUES FOR TEACHING ENGLISH THROUGH LITERATURE

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Abstract:

Literature reading, understanding and interpreting assists in the chiseling of integrated abilities, i.e. they would include things like grammar, vocabulary and pronunciation besides. At the same time, the students will be focused to comprehend various cultures through the medium of literature that extends an opportunity to read and enjoy texts of the standard core curriculum in English classrooms which in turn helps them in their professional life. It also empowers the students to obtain scientific and technical knowledge by showing new ways to view the world around them from the Text. The instructors should take part in encouraging the students to enrich their skills. This paper explores a broad scope to intend multi-dimensional use of the language through literature as literature plays a pivotal role in learning the language by introducing the students to life skills which contain – short stories, poetry, fiction, and plays.

Keywords: language through literature, interpretation of short stories, poetry, enhancing professional skills

Introduction:

In the present scenario, a renewed interest has created in the teaching of literature in the language class. There is a significant and undeniable intimacy between literature and language. Teaching the English language through literature aims as a weapon to improve language skills may not be separated but in an integrated manner. Literature is a treasure of abundance of knowledge which has been rendering as a source to the language learners from past to the present-day generations. Literature is a mixture of different genres like short stories, poetry, Drama, and fiction etc. it can reach the expectations of all sort of language learners irrespective their abilities and help them in grooming language skills. Professional students like school graduates require good command over the English language to get through in this competitive world. So teaching language skills to school graduates is a challenging task to the language teachers, due to the limited sources of teaching materials. Suppose the literature is introduced in the academics of school curriculum. In that case, it provides a vast amount of teaching materials which includes various elements like historical, traditional, socio-cultural, emotional aspects and ensures good results both in personal and professional lives of the school graduates.

Literary Work and Language Teaching:

Language is vital to our identities. It is nothing but a series of behaviours of human beings. The aim of using language is to communicate to others their thoughts and feelings. We should recall the first storey in the Bible when we think about the importance of language in speech, i.e., the storey of the Tower of Babel. Men have grown very proud, according to the Bible, to the point of thinking that they are as strong as God. So they decided to create a great tower, as a token of their might and as an act of defiance to God, that would reach the heavens. But God is more powerful than them, and He has proven it. He has caused their tongues to shift such that the same language is no longer spoken.

Men could not follow one another's directions (or) orders. The tower was not built because workers could not learn the skills. The storey tells us that understanding and expression are dependent upon language. Learning as a process influenced by psychology studies, and as a result, it is interpreted in more varied ways. This theory of education goes far beyond learners reading literature and memorizing facts. The paper also includes other areas of studies such as the acquisition of knowledge, the modification of attitudes, and even changes in personality.

Teaching LSRW Skills through Literature:

Literature is a reliable resource to teach all four LSRW skills which are essential for graduates to succeed in their personal and professional life. Literature offers an abundance of materials to develop all these four skills. In order to be a good speaker, one must be a good listener first. So the language teachers should motivate the students to listen to the short stories on computers or mobile phones it helps them in listening attentively and develop their pronunciation skills too. The teacher can narrate a story and pause in different places and ask students to predict or answer the questions it ensures keen listening of the students.

After listening to a story, students will be able to respond, criticize or comment on the story. This helps them in grooming their speaking skills when students go through a number of stories they will come to know the writing styles of different writers, and finally, they will be able to develop their own writing style.

Benefits of Teaching English through Different Genres of Literature:**Role of Poetry in language teaching:**

The importance and only aim of teaching poetry in English language class are to give pleasure. Poetry is an essential mode of expression in a language which can take us to the imaginary world with ecstasy. A person cannot be considered to be well-read in the language without the study poetry. According to Chatfield, *"poetry is the music of thought, conveyed to us in the music of language. Poetry is beautiful because it is the beauty of thoughts, and beauty of emotions"*. Teaching poetry in the language classes develops authentic sense and love for English language learning. In addition to this, the students can effectively follow

proper rhyme, rhythm pronunciation and feeling and also locate figures of speech. Smile, metaphor, and oxymoron etc.

Role of Short Stories in Teaching Language:

Short stories are a potential literary genre for language observation and life itself. In short stories, characters act all the real and symbolic out of a variety of real-life situations and imitate in various styles and tones. The inclusion of short stories in the language curriculum especially to the present school student provides the following literal benefits-

The Power of a Plate of Rice'.

Understanding the Text: central idea: The title is appropriate because the hunger and desperation of ChetaAdu made her go to the principal's house and eat his plate of food, and that brought a change in the hard-hearted AZIZA and made him give her salary. The theme of the short story represents the experiences of a school teacher that are associated with joys and sorrows

Looking of language:

Vocabulary by theme

- Breathing heavily and steadily rising anger
- Negligence and animosity
- Threw tantrums
- His eyes deadly
- Shouldering, _____ paragraph-3
- Mottled _____ paragraph-2
- Bulbous, _____ paragraph- 6

Literacy Concept: Theme

It is universal human nature; the behavioral patterns of people change unbelievably during the periods of stress and desperation. It enables the learners to acquire knowledge and the mood of the author/character in the story.

Culture Point: Universal and Local

Mrs Chetaadu is economically weak, but she is emotionally strong. She wants to save her family from hunger and sickness; such fights are against AZIZA'S stubborn. Another incident where she has shown her strength is that when she is rejected to be employed in the school by the principal. She has called him several times until he accepts her in his school. Through short stories, pupils recognize human relationships between significant ideas.

Literary Concept: Symbolism

In the short story "The power of a plate of rice", the plate of rice functions as a symbol. It is a symbol of power and privilege. After eating the joll of rice she became bold as it brought the courage and power which she has not experienced before, the short stories, like all other types of literature, makes a contribution to the development of learner confidence in an integrated manner as well as developing life skills.

Role of Drama in Teaching Language

Teaching Drama in English Language classes mushroom the students to develop a new understanding. The genre of Drama enables students to see how the instinct for dramatic expression found its first outlet. In other words, it helps the pupils to comprehend more elaborate with more characters with verbal and non-verbal aspects. It also makes the learners increase their empathy and awareness by developing flexibility, co-operation, originality, creativity, sensitivity and emotional stability.

The Role of Novel in Teaching Language

Inclusion of Novel in Language teaching especially to the budding engineers' motivates to learn knowledge about different attitudes of people, traditions, societies, cultures, behaviors and human relationships. It also encourages the learners to offer their own interpretation and views of the novel. Moreover, the existed concepts in the novels are themes, characters, ideas Motifs, settings can be developed in the English language classrooms.

The Role of the Teacher in Language Teaching

English language teachers play a significant role in forecasting and changing the fate of graduates. They bear the responsibility of shaping the student's tongue to make them communicate with this fast-changing world. Language teachers play different roles in language classrooms like a teacher, a motivator, an instructor, evaluator and guide to the students to reach their goals. The teacher should have a positive impact on students and should expose students to real language and provide appropriate texts which suit their need and cultural values to their career.

Literary Genres Help To Obtain Professional Skills

However, literary genres in English language classes help enrich the students to grasp literary elements such as plot, setting, narrative, theme, characterization, tone, symbolism and figurative language. In addition, the pupils acquire the skillset desirable for better employment by enhancing the survival skills like Interpersonal Skills, Leadership qualities, Time management, Stress Management, Critical thinking, Analytical thinking, Logical thinking, Conflict Management, problem-solving skills, creativity, necessary skills, Intrapersonal skills, Negotiating skills, as well as Verbal and non – verbal skills through the medium of literature to reach and utilize the opportunities which relate to life and profession.

Conclusion

Teaching language through literary genres create an everlasting impression on the minds of the students and enlighten them to learn moral values. In addition to that, the curriculum of the school students is quietly technical and uninterested. Hence the young school graduates should come to know and enjoy the language learning in the classroom as the students of arts and sciences by having the curriculum of literary genres. All this understanding will aid the students to enhance their basic skills, soft skills, life skills and in a word universal skills which are being considered as professional skills could make them successful in their career.

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ENGLISH TEACHING AND LANGUAGE LERNING: TRENDS AND CHALLENGES

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Abstract

A trend, innovations and challenges are the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends and challenges seem to have emerged in the field of education that have entirely changed the facet of traditional system of education. Recent trends and challenge of methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ETLL (ENGLISH TEACHING AND LANGUAGE LEARNING) also. This paper highlightes the trends and challenges, quite interesting methods we have in teaching English language. We may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining these two types how we can make our teaching very effective

Keywords: Trends, Challenges, peer practice, new devices Neuro-linguistics, teachers challenges, English is a foreign language

INTRODUCTION

In the present times, so many books have been published in English about English language in general and English Language Teaching in particular. These books view the subject differently by presenting a plethora of voices trying to liberalize themselves from the clutches of traditional methods of teaching. Moreover, this article brings out the subtle distinction between the scholarly perception of language as treated in research and pedagogy. The argument advances as the paper proceeds with trends of education with specific reference to the Indian scenario, methodologies adopted, the bygone methods, the peer practice, the present trend, new teaching design, new devices, the need for change, the ICT and English language and also the CALL. To meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world cannot put their language in practice.

In the era of competitive world, where the majority of the students are attempting GRE & TOEFL, good listening and speaking skills become an absolute necessity. Communicative approach was totally neglected by teachers and learners which has become a global demand where students are supposed to communicate across the globe. Teachers should act as facilitators, and should observe how well students organize their thoughts while speaking with their fellow members. As language changes geographically due to dialectical variations, the teacher should take adequate steps to teach their student about neutral accent and their importance while communication. Clear pronunciation, not perfect pronunciation, is the goal.

□ EARLY START OF TEACHING ENGLISH

Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have introduced English from Grade-IV. Also in 2011, Japan introduced English in the primary stage and in 2012, Dubai introduced English in the KG stage instead of Grade-I.

□ CHANGE IN THE APPROACH TO TEACHING CULTURE

Both the local or native and international culture dominates in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing so.

□ CHANGING THE VIEW OF AN ENGLISH TEACHER

It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching and intercultural competence rather than their being native speakers of English.

□ CHANGE IN TEACHING CONTENT AND TEST DESIGN

Teachers use a range of local texts or English translations of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom.

□ E-LEARNING

With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically.

□ STRATEGIC TEACHING AND LEARNING

Teaching in English language classes focuses on fostering the students' thinking as well as language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom.

□ TEACHERS AS LIFELONG LEARNERS

In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills. Apart from the abovementioned 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.

□ THE PRESENT TREND

All over the world, the student centred English language teachers seem to have realized that gone are the days when teachers reigned their class with all monopoly where the students remained as passive. There is rethinking regarding the growing interest of implementing the basic educational goals. Having realized the need of the hour; the English teachers convene different types of conferences and seminars to create a platform and to get to know the upcoming ideologies in the ELIT and also to upgrade themselves professionally.

□ . ENGLISH TEACHING AND THE ICT

The third dimension of globalization which is inseparable from English teaching is an advancement of Information and Communication Technology [ICT]. The field of the ELLT has been deeply pervaded by the ICT. The easy access to technology has made information possible for enhancement of learning programe and about 80% of it is in English (MC – Crum. R. et al... 1986). At the outset, the English teachers regarded internet as one of the alternative media to teach language (Warschauer, 1995). The followings are some of the ICT enabled teaching activities.

□ COMPUTER MEDIATED ENGLISH

English has been undoubtedly the lingua franca of the internet. The Computer Mediated English uses the language as per convenience and not by convention. For instance, using a single letter, or number for a word. For instance „c, “ for „see“, „u“ for „two“; the use of acronyms like TTYL (talk to you later) WUATB (wish you all the best); using asterisks“ *” for emphasis and emoticons for smile, for frown etc. Realizing its significance as a source of

communication, the linguistic elements and discourse of Computer Mediated Communication (CMC), need a serious concern.

□ COMPUTER ASSISTED LANGUAGE LEARNING [CALL]

Computer Assisted Language Learning is yet another manifestation of Computer Mediated Language Learning. The first phase of the CALL was conceived in 1950 and was implemented in 1960s and 1970s. In this method, the computer gives a stimulus to the learner by being not a mere tool but also a tutor.

□ WEB BASED LEARNING

A web based learning also called technology based learning/distance learning/on line education/e learning is one of the fastest developing areas. It provides opportunities to create well-designed, learner-centered, affordable, interactive, officiate, flexible e-learning environment (khan, 2005).:

□ E-mail

The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, Hotmail, etc.) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

□ Blogs

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on line personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts.

□ Skype

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

□ Mobile Phone

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

□ Zoom Video Communications, Inc. (or simply Zoom) is an American communications technology company headquartered in San Jose, California. It provides videotelephony and

online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations. Now a days we have many online resources to learn language and improve the skills like google meet, gotomeeting, cisco webex and microsoft teams etc.

☐ Ipods

iPods, one of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, iPods give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and also writing.

☐ THE NEW AGE DEVICES

This year, the Consumer Electronics Show (CES) which was held at Las Vegas, gave a glimpse of ground breaking devices purely meant for students. These 'showpieces' ranged from 3D printers to smart watches. The youth's requirements are matched by a new age device, be it studies or social media, travel or portability. The media streaming devices like the Google chrome cast and the Roku make group studies become interactive and presentations surprisingly fulfilled one. One has to stream the media on to a smart TV using a dongle.

☐ LANGUAGE TEACHING DESIGN

Geetha Nagaraj says A vital development in the area of language teaching design is the Council of Europe's- A Common Frame Work of Reference for Languages: Learning, Teaching Assessment, now mostly known as CEF/CEFR is a document consisting of nine chapters and four appendices and is available on the Council of Europe website: www.coe.int. The CEFR aims to provide a common basis for the elaboration of language syllabuses, curriculum... what learners have to learn... skills they have to develop so as to be able to act effectively.

☐ THE LEARNER

The CEF analyses the factors that go to make up individual differences.

☐ THE LANGUAGE

A clear description of the content in terms of linguistic competency, sociolinguistic competency and pragmatic competency constitutes a language.

☐ LEVELS OF PERFORMANCE

Using descriptor scales, learner's proficiency is measured. Descriptors consist of a series of „can do“ statements which received a great deal of attention.

☐ TEACHING AND LEARNING

The learner's involvement and teacher's empowerment are stressed during the teaching and learning processes.

□ THE TRANSITION OF FOCUS ON THE LEARNER

The conventional method of teaching wherein the teacher enjoys the monopoly of teaching sometimes even obliterates the pressure of the learners. It is Dewey (1938) who originated the term "learner centeredness" which has gained popularity in the ELT. The Humanistic Approach which was developed during the second half of the Communicative Language Teaching, developed in the 1960s and 1970s was an outcome of the desire to make language teaching more flexible and more responsive to students (Tudor 1996, 7).

□ THE ROLE OF A MODERN TEACHER

Dornyei and Murphey (203, 109) have defined the term 'role' as a technical term which originally comes from sociology and refers to the shared expectation of how an individual should behave. Several methodologists like Little Wood [1981]; Richards and Rodgers [1986], Tudor [1993], Harmer [2001] have evolved different roles for a language teacher

□ LANGUAGE TEACHING –THE PRESENT DAY CHALLENGES

If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. Challenges before teachers in present day ELLT are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfil their practical demands through effective communication skills apart from gaining command over English language is highlighted.

□ A Challenge in Teaching English Today

Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world.

English has a base in several countries and is considered as the most suitable and convenient tool for International Communication. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations.

Methods Adapted to Improve Spoken Skills

□ Group Discussions

Now due to the world wide growing trends in English, teachers give more emphasis to communicative approach rather than the lecture mode. Their main goal is to make the students effective communicators in English both inside and outside the class room.

□ Debates

Debates too play an important role to improve the speaking ability of the students both at school and at higher level. Debates not only make the students to speak boldly and fluently but

also help them to take one stand and be firm and consistent on that. Along with this advantage of reasoning, it gives students some experience to control their emotions without losing their temper. This also helps them to organize their thoughts and ideas in a specific way while speaking.

☐ Role Plays

Role-plays are another important task that can improve the basic colloquial English of the learners. In role plays, the students assume themselves as one of the characters and behave and speak accordingly involving in the given character completely

CONCLUSION

The traditional method lays more emphasis on a teacher himself and is teacher centred. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. To meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum portion of class time will be wasted in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods listening and speaking skills were neglected as students cannot put their language in practice.

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