THE ROLE AND SIGNIFICANCE OF THE LANGUAGE LABORTARY IN INCULCATING COMMUNICATION SKILLS
A STUDY ON THE USEFULNESS OF AUDIO-VISUAL AIDS IN EFL CLASSROOM:IMPLICATIONS FOR EFFECTIVE INSTRUCTION

VICTOR DAVID DINAKARAN NAMBURI[1], E VARA PRASAD[2]
[1]Lecturer, Dept. of English, KBN College(Autonomous), Vijayawada
Email: ciefldavid@gmail.com
[2]HOD, English, KBN College(Autonomous), Vijayawada
Email: varaprasad.eda@gmail.com

ABSTRACT

A resourceful English language teacher equipped with eclecticism is desirable in English as a foreign language classroom. The challenges of classroom instruction increases when prescribed English as a Foreign Language (EFL) course books (textbooks) are constituted with too many interactive language proficiency activities. Most importantly, it has become a common phenomenon to integrate language textbooks with audio and video as additional or supplementary resources for classroom language learning activities. Findings of the study give insights on EFL students' approach to using technological aids. EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting.

INTRODUCTION

A resourceful English language teacher with an eclectic approach is desirable in English as a foreign language classroom. An eclectic approach is characterized as a pluralistic approach to language teaching because it involves the use of a variety of language learning activities. Rivers (1981) advocated an eclectic approach in which teachersdraw upon techniques from a variety of methodologies. According to Carlos Yorio (1987) an eclectic view of language teaching is the most sensible and the most sensitive way of approaching the language classroom. Language teachers use a variety of teaching aids to make classroom activities interesting and interactive. Teaching aids are important in the teaching-learning process. According to Ranasinghe and Leisher (2009), integrating technology intothe classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways.

Technological aids should support the curriculum rather than dominate it. Ranasinghe and Leisher say that technology should assist the teacher in creating a collaborative learning environment. Capper (2003) points out that many teachers who have access to the technology will not use it because they do not have technical knowledge and are satisfied with their current approach to teaching. He says that these teachers either find many difficulties while using technology or they do not have sufficient time to gather relevant lessons supported by technology. An effective integration of teaching aids and methodology elevates the learning environment. Koç (2005) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. Developments in

technology gave scope for innovative practices in the classroom. Technical advances in the production of audio-visual aids for classroom use have been remarkable.

Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. English language learning has therefore become a must for any Indian student today.

Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of reading, writing, listening and speaking have to be practiced. Being able to communicate well is the most important factor when seeking a placement in a company or institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation.

The language laboratory plays an important role in the language learning process. This article discusses the various features of the language laboratory. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language with proficiency to communicate. It has become inevitable in today's context but, at the same time, it poses certain challenges. This article attempts to highlight the significance of the language laboratory and its challenges imposed on the learner and the teacher.

The Need for a Language Laboratory

It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What helps one to acquire such proficiency in a language is the process and the method of learning that language.

The curriculum of the present educational system in India does not have a laboratory session for arts subjects. Only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very common in Western countries to train children in the laboratory to enrich their language learning experiences.

Scientific advancements have produced a number of innovative products to assist the learning process.

Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are very useful for students learning languages for communication. These interactive tools are designed to enhance not only language teaching but also class room grading and distance learning.

The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication.

Kinds of Language Laboratory

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Four kinds of laboratories are being focused on here:

Conventional Laboratory

This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.

Lingua Phone Laboratory

This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible.

There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the

left side, and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

Computer Assisted Language Laboratory (CALL)

CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behavioristic CALL, Communicative CALL and Integrative CALL (Barson & Debski, 1996). Though the development of CALL has been gradual, its acceptance has come slowly and unevenly.

Multimedia Hi-Tech Language Laboratory

There is a lot of software available on the market that can be used in the multimedia language laboratory, for example:

Renet, Aristoclass, Hiclass, Globarina, Console OCL-908W, Histudio MHi Tech Online Software

The Significance and Relevance of the Language Laboratory

The significance of the language laboratory has been much felt in the domain of communication. We live in a multilingual and multicultural world, which is being shrunk to the size of a village by the advancement of science and technology. The language laboratory exists to help one to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language (Richards, 2001). This is precisely the function of the language laboratory. Some highlights of the language laboratory are given below:

1. It is a tool designed for teaching any language.

2. It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.

3. Effective communicative training programmes for the general public, private and corporate sectors, junior and senior level officers can be given through the lab.

4. Web-content creation, the setting up of in-house news magazines, corporate publicity and identity, and teaching materials can be generated through the language laboratory.

5. General documentation, software documentation and all forms of technical documentation can be done.

6. Experts can utilize the laboratory for creating and editing scientific and technical materials for teaching language.

7. The language laboratory enables one to conduct courses for various groups of people like students, faculties, businesspeople, etc.

8. Short-term and long-term coaching classes for international examinations like IELTS, TOEFL and other competitive examinations can be organized.

9. Online courses and paperless examinations can be conducted through the language laboratory.

As the ability to communicate effectively has become the prerequisite for anyone who ventures into a new profession, the need for developing such a skill is a much-felt phenomenon today. Both governmental and private institutions focus their attention on students developing their communicative skills. As technology has entered into every aspect of human life, it has extended its advanced products into the field of communication. So everyone strives to get the best on the market.

It is a fact that most students who do not find a placement after completion of their technical studies are very much dependent on their ability to express themselves and their knowledge efficiently. While emphasizing the importance of employment-oriented education, Dr. Thiruvasagam, the Vice-Chancellor of Bharathiar University, Coimbatore, explained that "personality development and communication skills are equally important for students in finding respectable jobs in addition to their academic records" (The Hindu, 25/09/06). He also urged all the principals of affiliated colleges to have a language laboratory on the campus and to motivate management to appoint a trained instructor specifically for the laboratories.

The Anna University in Chennai has circulated a note to all its affiliated colleges to set up language laboratories on their premises to enable students to develop their communicative skills. The vice-chancellor of Bharathiar University has requested the board of studies for English to reduce the conventional teaching of English prose and poetry, and has allocated 50% of the teaching time for communicative English (The Hindu, 11/09/06). Almost all technical colleges in the Coimbatore region have already opened language laboratories.

Though the cost of the installation of a language laboratory is very high, institutions have invested in them for their students' benefit. Similarly, in 2005 the APSCHE has introduced a new English Curriculum entitled a course in Listening and Speaking Part-I & II simultaneously for the first year and second year respectively for the under graduate students. As such since I have a firsthand experience of designing a digitalized language laboratory which is the first of its kind established among the degree colleges of the then Andhra Pradesh(November 6, 2005).

CONCLUSION

The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment.

Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time. At the same time, it is possible for teachers to provide assistance individually and collectively. The language laboratory allows every participant his or her privacy to speak and listen.

REFERENCES

[1].   Barson, J. & Debski, R. (1996), Calling Back CALL. Honolulu: University of Hawaii.

[2].   Richards, J. (2001), Approaches and Methods in Language Teaching. Cambridge: CUP.

[3].   "Bharathiar University Plans Syllabus Revision", The Hindu. Coimbatore: p.4., 11/9/06.

[4].   "Colleges should have Language Laboratory on Campus", The Hindu. Coimbatore: p.4., 25/9/06.

NEED OF ICT IN ENHANCING LANGUAGE SKILLS, ADVANTAGES AND CHANLLENGS: A BRIEF STUDY

VIJAYABABU PALUKURI[1], Dr.CLL JAYA PRADA[2]

[1]Research Scholar, Andhra University, Visakhapatnam&Assistant Professor, Vignan University, Guntur.
[2]Professor of English, Andhra University, Visakhapatnam

ABSTRACT

This paper deals with the present day status of English Language Teaching and need of integrating ICT in the Second Language classroom. This study suggests the more useful approaches then the regular teaching: and the advantages of integrating ICT in teaching English as Second Language. The need of ICT in the classroom is very important for providing opportunities for students to enhance the language skills learn to operate in an information age. This paper also provides possible pitfalls of modern technology.

Key words: ICT, ELT, ESL, Podcasts, integration.

INTRODUCTION

The teaching and learning of a language is intimately connected with its use in real life. English is not an indigenous language of India, but historical factors have played a role in entrenching this language as a second language in the country. Though the quantum of speakers of this language occupies a small portion, most work of significant communication in education, science and technology, law and administration is still carried out in English. Above all, the global role of English in today's world connected by the internet has also accentuated the need for proficiency in the language as a matter of economic survival.

While soon after independence, most educationists thought that it is enough for English to serve as the library language in the country, today we have moved towards empowering learners with functional competence in the language.

Many lacunae appear at the school-learning stage and lack of competence in English is attributed to unsatisfactory methods and tools used to teach the language.

English has been spoken in India from colonial days but there is no credible estimate of how many Indians actually know English. The 20th century suggests around 10 million speaks and in 2010 around 55 million. On the other hand, Kachru (2004) suggests 333 million people in India 'use English' – a figure based on the survey by the magazine Indian Today in 1997, Graddol (2010).

Need for Proficiency in English

In the present day global village, English is transforming itself in many ways according to the needs of the user. Today, different kinds of jobs with varied aims and objectives, are demanding diversified language skills from the aspirants, to meet the expectations of the industry and so, learner should strengthen his employability skills. When the entire world is stepping ahead to the technological forefront obviously English should undergo certain changes to adapt the new trends, hence the computer revolution came into existence. Some of the employability skills expected from today's engineer are Fluency in English Language, Comprehension, Articulation, Persuasion, Written & Oral Communication, Essay Writing, writing Technical Papers, writing Technical Reports, etc. It also demands that the language teacher change accordingly. "Worldwide, there is an urgent need to make engineering education more relevant, exciting and intellectually rigorous. The effectiveness of teaching impacts not only what is actually learned

but also the quality of the people attracted into the profession"(Devika, 2007). This is a very harsh fact that out of total engineering graduates coming out each year, only 20-30% is employable. When they are doing the professional courses like Engineering, they are expected to acquire certain essential qualities like technical knowledge with hands on experience, good communicative competence along with a command on core competencies.

At this juncture, motivation is a crucial component in determining students' achievement. Motivation refers to the process whereby goal-directed behavior is instigated and sustained. It could be extrinsically (externally) or intrinsically enforced. Integration of ICT increases learners' motivation and thus enhances personal commitment and engagement. These in turn are being translated into achievement.

Need for Information and Communication Technology (ICT)

In the earlier times education was seen as a means for acquiring knowledge rather than for obtaining employment, but in the post –industrial society it has become a major prerequisite for employment. The technological advancements have created new areas of growth and merged to form the new field called Information and Communication Technology (ICT). As technology changes, necessary skills change. For example, introduction of computers in the class room shows tremendous increase in learning among learners.

Advancement in computer technology has contributed to the overall development of people across the world. The emerging technology is gradually covering the entire span of human activity. The role of computers in teaching has more facet; they perform the vocational and pedagogic roles. As computers are pervading every aspect of life, computer knowledge is essential for various professionals including teachers.

Nevertheless, in the changed scenario there is every possibility that today's learners would look for more sources of information, thus tapping the potential of new technologies, as per their needs and requirements. It enriches learning environment and the learners to achieve marketable skills. The computer-based learning environment provides opportunities for the learners to apply their academic skills for solving real-world problems.

Major Advantages of ICT in Second language Teaching/learning

There is no more doubt that the use of ICT has positive effects on second language teaching/learning and a large literature is available on the topic; however, ICT impact is highly dependent on the way it is used, the teachers' motivation and his/her "savoir-faire". Indeed, technologic equipment and connectivity without human implication is not sufficient to improve teaching and learning; to be considered as an efficient tool, ICT requires an actual engagement of the teacher and a well-defined pedagogic project.

There was evidence of significant benefits for learners to use ICT:

The following impacts seem to be the most obvious ones for teachers when using ICT to support foreign language teaching:

➢ The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response;
➢ ICT allows to react upon and enables the use of recent/daily news and it offers access to authentic materials on the web;
➢ A quick feedback is made possible;
➢ Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...);
➢ Lectures become more interesting and less routine which boosts learners' engagement;
➢ ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary...).

In spite of contrasts that may exist in terms of educational environment, there is significant evidence of the benefits and advantages that the use of ICT can have for learners. The effective use of ICT impacts on learners and various aspects of the learning process as follows:

➢ ICT increases learners' motivation and thus enhances personal commitment and engagement;
➢ ICT improves independent learning;
➢ It provides lifelong experience;
➢ It provides contextualized learning;
➢ ICT enables learners to move beyond the class room and engage outside resources in their learning;
➢ Students develop better listening skills due to regular exposure to audio materials (audio and video recordings –authentic and software-, podcasts, pronunciation software...);

"ICTs create an opportunity to teach and learn with a new vigour and rigour. However, the key to changing conditions for improving learning is how these options and opportunities are utilized by teachers and learner" Arulsamy and Sivakumar (2010)

Shortcomings of ICTs

Instructors should be aware of pitfalls of modern technologies if they want to adopt them in pedagogy. Feenberg (2002) and Yagelski (2005) give their warning for the teachers to study carefully the integration of any newer ICTs into English language arts and literacy teaching as a given for advantageous outcomes. The development of new technologies and the decision to integrate them into teaching and learning lives is neither a given conclusion nor following a prearranged route.

Teachers, individually and collectively, have the capacity and the responsibility to influence the development, modification, adoption, and/or rejection of newer technologies. In order to make these critical decisions, they will need to understand not only how to use these technologies, but also the benefits and costs their adoption and integration into the class room implementation.

If the teachers and the students haven't got sufficient training to use the new technologies effectively, the process will be frustrating and time consuming. The quality of programs has not yet reached the level of assessing the users' natural spoken language or the appropriateness of use in the context of the situation.

Walker and White (2013) remind, "… what you can do with particular tools, yet the technology is transient and the specific resources available today will be outdated tomorrow. If teachers have an understanding of the theoretical underpinnings and issues involved in using technology with learners, any new use of technology which appears on the horizon can be integrated into teaching and learning in a principled way."

CONCLUSION

If the 21st century teachers integrate technology into their classroom, they can build the confidence in meaningful ways. Professional development needs to enable teachers to take risks with ICT and learning. Teacher should become the tutee to make better use of the ICT tools.

WORKS CITED

1. Walker Aisha and White Goodith (2013). Technology Enhanced Language Learning Connecting theory and Practice, China: OUP
2. Arulsamy and SivaKumar (2010). Application of ICT in Education, New Delhi: Neelkamal.
3. David Graddol (2010). English Next India, India: British Council
4. Gavin Dudeney & Nicky Hockly (2007). How to teach English with technology. New York: Pearson Education Limited,
5. Paltridge Brian and Starfield Sue, (2007). Thesis and Dissertation Writing in a Second Language, Canada: Routledge
6. Chapelle, C. A. (2005). Computer-assisted language learning. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning. New York: Routledge.

VALUE BASED TEACHING OF ENGLISH: A HOLISTIC APPROACH TO LIFE SKILLS

Ms. R.K. JAISHREE KARTHIGA
ASSISTANT PROFESSOR OF ENGLISH, THIAGARAJAR COLLEGE OF ENGINEERING
MADURAI, Tamil Nadu
E-mail ID: rkjaishree@gmail.com

ABSTRACT

Value-based education has disappeared in many Engineering colleges. Soft skills are needed as a base for a positive progress. They are basically life skills. This paper identifies Literature as a powerful weapon to teach soft skills. Since literature is a reflection of life, learners can understand the source easily and thereby the teacher can shift the focus through a series of activities which promote soft skills. In order to demonstrate how a short story can be used for teaching life skills to the students of engineering stream, Rabindranath Tagore's short story "The Cabulliwallah" has been chosen here as teaching material.

Education plays a vital role in one's well being. It adds special meaning to a person's life. It is not only a vehicle to transport knowledge that drives out ignorance but also a powerful tool to achieve success. Education is for man-building and not for knowledge building.

In the recent decade, education has lost its specific purpose. Many of us want to be educated just to earn their daily bread. This is because education is considered only as a source to reap money. It is very sorrowful to note that the real essence of education is completely lost.

Education is an important source that makes life better. It is not an element to improve one's financial status but a necessity to mould one's life. Through education, a man can prune his personality and improve his life. It provides knowledge about strength, character, conduct and self respect. The most precious gift that education gives to mankind is the unconditional set of values.

Teaching is an endless process of learning and unlearning. It runs along with the cycle of life where it teaches and preaches man his most significant lessons. Values learnt through education comprises of the simple difference between the good and the bad, the sense to differentiate between the right and the wrong, the lessons to be learnt from success and failures, and the experience to be observed from leaders and followers. All these practices enable an individual to grow up to be the person we are meant to be.

Value-based education has disappeared in many Engineering Colleges. This is because both the teachers and the students want their teaching and learning process to be technical. The main motive of the teachers is to help their students get placed in the best companies whereas, students use all their energy to get equipped fully and get the badge of 'Quality Engineers' when they complete their Engineering studies. None of the two take steps to improve the standard of living to lead a civilized life. Even if few teachers pay attention to the values of life, their efforts go in vain. Students either do not respond to such topics or strongly feel that it is an irrelevant subject. Most of the students in class do not even hear what is told by the teacher as they firmly believe that value-based education is out of the syllabi.

Education tries its best to develop three aspects:

physique, mentality and character. The physique of a person must be kept in constant check to lead a healthy lifestyle. The mentality of a person must be shaped according to a person's environment and culture. This helps a person have fixed principles and lead a moral life. It also enhances one's behaviour and social attitude. The last and the most important aspect is character. Without character, physique and mentality will be in great danger. A person's character determines his past, present and future.

Value-based education not only provides good profession but also awakens one to the real purpose of life. The purpose of life is undoubtedly to know oneself and stay happy. The present generations of students who study in various schools and colleges across India engage mostly in memorizing the text books. Though textbooks are a vital source of information and knowledge, students can treat them only for reference and not for plagiarism. Be it Physics, Chemistry or Social Sciences, the book is simply reduced to 'perfect' answers.

The current education system considers a good percentage as the only parameter for success. A student with 92% is considered a great success but no one is there to see how he fumbles to handle his own life later. Similarly, a student with 50% is treated a big flop. Surprisingly, he comes out with many success stories in his later life to which many are blind.

Impractical approaches and dry subjects make scores meaningless. The Curriculum Development Center (CDC), which was set by the University Grants Commission in 1987 reads:

With increasing awareness of the importance of the learning process a more learner-oriented or enquiry-oriented teaching method should be introduced in the instructional system, which enables the learner to engage himself in creative and divergent thinking, problem solving, self-learning and to explore new avenues of communication, productive work as well as innovation through such methods as simulation, games, project work and the like. (*Teaching English: Approaches, Methods and Technique* 27)

In today's scenario, Engineering Colleges concentrate more on inculcating soft skills among students. Soft skills provide employability skills. They are as important as technical proficiency and consistent academic records. Stressing the importance of soft skills, Sriram Rajagopal AVP, Human Resources, Cognizant says, "As a company that provides solutions to business problems leveraging technology rather than mere technology capability, we believe that soft skills are indispensable to an individual's employability." These skills hold the key to engaging in higher-end work and delighting the customers.

The view emanating from the industry was that a large section of graduates lacked employability skills. The college curriculum should teach students life-skills such as time management, coping mechanism, team work, communicating skills and interactive skills.

Soft skills are vital for any candidate as they provide a distinct edge in the competitive job market. Goals can be achieved by developing self-esteem, shouldering responsibility, being assertive and setting an action plan. Unique challenges, global opportunities and an environment that promotes future growth make changes in global employability. Graduates come out of the college, polished in academic skills. But, working in a corporate world is a ball game. While their academic skills definitely count, various other skills such as interpersonal skills, the art of communication and situational behaviour play a pivotal role in helping the student fit into the workplace. Lack of their skills may hamper their prospects.

Unemployability is today a greater issue than unemployment. Dr.A.P.J. Abdul Kalam rightly observes: "It is not unemployment that is the major problem, it is the question of unemployability that is the major crisis in this competitive arena" (*A Treasury of Quotations* 42). It is heartening to note the fact that only 25% of fresh engineers and a mere 10% of fresh graduates are actually employable. This issue can be addressed by empowering youngsters with the requisite skills that are required in a corporate environment. This skill development must start even when the student is pursuing his graduation.

Soft skills are needed as a base for further development. They are basically life skills. Literature is an emanation of human life. It can be used as a source to teach soft skills. We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. It affords learners the opportunity to master the crucial, interrelated skills of thinking, reading, imagining, speaking, writing, analyzing and learning.

     The literary content selected should match

the level of the students. This promotes effective value-based teaching and learning. The way in which Literature is taught should motivate the students to acquire life skills. The methodology of teaching should be student centered, keeping the teacher as a facilitator. This is best done by keeping literary sources as teaching materials. Since literature is a reflection of life, learners can understand the sources easily and thereby the teacher can shift the focus to guiding the learning process through a series of activities which promote soft skills. It is entirely appropriate and justifiable that teachers use literature as a source for teaching life values. Literature reflects man's feelings, emotions, characteristics and sensitivities.

In order to demonstrate how a short story can be used for teaching life skills to the students of engineering stream, Rabindranath Tagore's short story, "The Cabulliwallah" has been chosen here as teaching material.

1.   LESSON PLAN

A. Objective   :   To   inculcate values

B. Genre   :   Short story

C. Value taught   :   Friendship, Love, Social Behaviour, Hospitality

D. Teaching Method   :   Narration, Description, Role Play

Summary: Mini, a little girl of charm, is the main character. Tagore has built the main story around her. One day, Mini is wittily putting some questions to her father, who is the narrator of the story. She happens to see the Cabuliwallah. Mischievously, she calls him. When he enters the compound, Mini is overcome by fear. Since she has a ready picture built-up in her mind that in his bag were two or three children like her, she shuns him. But, the coarse Cabuliwallah manages to cultivate a friendship with Mini. The mistake committed by the Cabuliwallah is fixing his affection on the little girl. Unfortunately, he gets into a problem and lands in prison. After some years, he returns straight from the prison and goes to see Mini. Her father does not allow him to see her since she is going to get married. With tears in his eyes, he takes out a piece of paper from his pocket. On it, the narrator sees the smudges left by the tiny fingers of Mini. The Cabuliwallah saw the image of his daughter in Mini. Mini's father allows him to talk to her. The sight of Mini in her bridal make-up makes him think about his own daughter who lives thousands of miles away in Afghanistan and who must also have reached the marriageable age.

2. PLAN IN OPERATION:

S.No	Phase	Level of Participation	Value Based Skills	Feed back
1.	Getting to know the story	Individual	Honesty	Individual summary to be submitted
2.	Getting into the story	Group work	Friendship, Mutual support, Coordination	Analysis of story line, involving in team work
		Pair work	Leadership, Social and organisational Behaviour	Responding to the situation, checking interpersonal skills
3.	Looking at the text for specific information	Teacher steps in to provide extra information	Optimism, Good manners, Love and affection	Individual communicative ability, understanding the importance of love in life

Phase I:

The students are given some time to read the short story. They are asked to submit a brief summary of the story. The first response is only the storyline without any deep understanding and analysis.

Phase II:

The actual collaborative learning process starts now. Students now tend to be slightly critical. As the discussion proceeds, some interesting comments emerge. Students comment on the situation and events. At this stage, the task is to choose some questions and responses from the story. The last task is asking the students to imagine themselves to be one of the characters in the story and give out their own dialogues.

Phase III:

The students have a good grasp of the text. The transition from the text to narration and description

is smooth. At this stage, the teacher enters into direct attention to the text as a whole, providing more information such as the major issued discussed in the story, theme, form, character and situation.

It is evident from the responses of the students that majority of them had got a clear understanding of the story and the practice exercises. It gives confidence that they can think, analyze, discuss and respond well. The teacher too finds that the class is by no means unresponsive.

Literature is the most powerful weapon to acquire the skills of life. Through lively activities and interactive sessions, students can be taught the most basic soft skills. This will surely furnish them for their placement and also will make them strong and bold to face life.

REFERENCES

Hariprasad M., and Prakasam V. *Communicative English*. Hyderabad: Neelkamal, 2006. Print.

Krishnasamy N., and Lalitha Krishnaswamy. *Teaching English: Approaches, Methods and Techniques*. Chennai: Macmillian, 2003. Print.

Manek, Jamshed. *A Treasury of Quotations*. Kolkatta: Sage India, 2002. Print.

Mayhew, Arthur. *The Education of India: A Study of British Educational Policy in India 1835 - 1920 and its bearing on National Life and Problems in India Today*. New Delhi: Fabor and Gwyer, 1926. Print.

Rajagopal, Sriram. "Rediscover the Job Landscape." Education Plus 2 Feb, 2009. Print.

Tagore, Rabindranath. "The Cabuliwallah." New Delhi: Rupa & Co., 2002. Print.

TIPS FOR EFFECTIVE PUBLIC SPEAKING & SPEAKING ENGLISH

G. HANUMANTA RAO

Department of Mathematics, S.V.R.M. College, Nagaram, Guntur (dt) A.P. India.
Email : ghr@svrmc.edu.in

ABSTRACT

This paper is divided in two parts. In the first part, we discuss the tools of public speaking. How to overcome the fear towards public speaking. By using the tips discussed in this paper will help the students to make improvements in areas where their delivery needs help. By using the tips, we can assure that a student can become as good a public speaker. In the second part we discuss the basic rules to speak good English. By following the rules discussed in this paper will help the students achieve their goal of speaking English fluently.

INTRODUCTION

I. Tips for Effective Public Speaking

The number one fear of most people is public speaking. Yet there are few skills that have a greater impact on your success in landing a job, gaining a promotion, or winning against the competition. Great public speaking is really the sum of its parts. Our tips will help you leverage your strengths and start to make improvements in areas where your delivery needs help.

1. Prepare to succeed

The single most important thing you can do to make your next presentation successful is to be prepared. That means make time for some serious practice. Experts suggest you spend 60% of your time to prepare your content and slides and 40% of your time to practice.

2. Say it correctly

Part of good preparation is double-checking the pronunciation of any tricky words—especially jargons. Your correct pronunciation and knowledge of industry terms lends credibility to your presentation.

3. Overcome your anxiety

Almost every single presenter experiences some anxiety before speaking. Know that audiences seldom detect it. Audiences want speakers to succeed. They want to be enlightened on your subject of expertise and want you to lead them through the material. Use breathing and relaxation techniques before you present to calm your nerves. Instead of focusing on yourself, focus on your audience. Believe it or not the audience didn't come to see you. They came to see what you can do for them. Put your energy into giving them the best presentation you can. Begin slowly and use short sentences. As you acclimate to the situation you'll begin to feel more confident.

4. Make first impressions count

Before you even begin to present, your audience will base their first impressions on your appearance. Make it count. Dress appropriate to the event. Be neat, clean, professional, and comfortable enough to act naturally.

5. Stand for attention

Stand up straight, with your legs shoulder width apart and your weight evenly distributed. Good posture reflects confidence and engagement with your presentation and your audience. For more information on the award-winning line of Xerox products and solutions call.

6. Act naturally

Gestures add interest and emphasis to your presentation. If you're nervous, feel awkward or stilted; start slowly and add movements or gestures as you begin to relax. Practice gestures as part of

your presentation preparation and they'll come easier when you present.

7. Make eye contact

A great way to help calm your nerves is to make eye contact with one person in the audience. Speak only to them. When you've looked at them long enough to feel you've made a connection, move on to another person, and then another. One of the best ways to keep your audience engaged in your presentation is to maintain good eye contact.

8. Show your feelings

You may normally be reserved, but for your presentation, open with a smile. Show your audience you're happy to share your information with them. Facial expressions add power to your words. Just be sure your expressions are appropriate to your subject matter.

9. Make yourself heard

There are several aspects of verbal delivery to consider. Volume is probably the most important. Make sure you speak loudly enough so that everyone can hear you. If you're not sure, ask. Also, consider your rate of delivery. When presenters are nervous they often speak faster. Try to speak slowly and clearly, so your audience can understand every word. Finally, consider the pitch of your voice. Too much variation is distracting. Too little is monotonous. Aim for consistency with some variation when it's appropriate to the content.

10. Silence your distracters

Filler words and phrases like, "um," "ah,", "you know," etc. quickly become distracting to those you want to engage. Break the habit of using filler words as quickly as possible. Instead, fill the space with silence—even if it means speaking in fragments. As you relax and improve, shorten the moments of silence—eventually you can eliminate them entirely.

II.   Speaking Rules you need to know!

1. Don't study grammar too much

This rule might sound strange to many English second language students, but it is one of the most important rules. If you want to pass examinations, then study grammar. However, if you want to become fluent in English, then you should try to learn English without studying the grammar. Studying grammar will only slow you down and confuse you. You will think about the rules when creating sentences instead of naturally saying a sentence like a native. Remember that only a small fraction of English speakers know more than 20% of all the grammar rules. Many English second language students know more grammar than native speakers. I can confidently say this with experience.

2.Learn and study phrases

Many students learn vocabulary and try to put many words together to create a proper sentence. It amazes me how many words some of my students know, but they cannot create a proper sentence. The reason is because they didn't study phrases. When children learn a language, they learn both words and phrases together. Likewise, you need to study and learn phrases.

If you know 1000 words, you might not be able to say one correct sentence. But if you know 1 phrase, you can make hundreds of correct sentences. If you know 100 phrases, you will be surprised at how many correct sentences you will be able to say. Finally, when you know only a 1000 phrases, you will be almost a fluent English speaker.

The English Speaking Basics section is a great example of making numerous sentences with a single phrase. So don't spend hours and hours learning many different words. Use that time to study phrases instead and you will be closer to English fluency.

Don't translate: When you want to create an English sentence; do not translate the words from your Mother tongue. The order of words is probably completely different and you will be both slow and incorrect by doing this. Instead, learn phrases and sentences so you don't have to think about the words you are saying. It should be automatic.

Another problem with translating is that you will be trying to incorporate grammar rules that you have learned. Translating and thinking about the grammar to create English sentences is incorrect and should be avoided.

3. Reading and Listening is NOT enough.Practice Speaking what you hear!

Reading, listening, and speaking are the most important aspects of any language. The same is true for English. However, speaking is the only requirement to be fluent. It is normal for babies and children to learn speaking first, become fluent, then start reading, then writing. So the natural order is listening, speaking, reading, and then writing.

First Problem: Isn't it strange that schools across the world teach reading first, then writing, then listening, and finally speaking? Although it is different, the main reason is because when you learn a second language, you need to read material to understand and learn it. So even though the

natural order is listening, speaking, reading, then writing, the order for ESL students is reading, listening, speaking, and then writing.

Second Problem: The reason many people can read and listen is because that's all they practice. But in order to speak English fluently, you need to practice speaking. Don't stop at the listening portion, and when you study, don't just listen. Speak out loud the material you are listening to and practice what you hear. Practice speaking out loud until your mouth and brain can do it without any effort. By doing so, you will be able to speak English fluently.

4. Submerge yourself

Being able to speak a language is not related to how smart you are. Anyone can learn how to speak any language. This is a proven fact by everyone in the world. Everyone can speak at least one language. Whether you are intelligent, or lacking some brain power, you are able to speak one language.

This was achieved by being around that language at all times. In your country, you hear and speak your language constantly. You will notice that many people who are good English speakers are the ones who studied in an English speaking school. They can speak English not because they went to an English speaking school, but because they had an environment where they can be around English speaking people constantly.

There are also some people who study abroad and learn very little. That is because they went to an English speaking school, but found friends from their own country and didn't practice English.

You don't have to go anywhere to become a fluent English speaker. You only need to surround yourself with English. You can do this by making rules with your existing friends that you will only speak English. You can also carry around an iPod and constantly listen to English sentences. As you can see, you can achieve results by changing what your surroundings are. Submerge yourself in English and you will learn several times faster.

5. Study correct material

A common phrase that is incorrect is, "Practice makes perfect." This is far from the truth. Practice only makes what you are practicing permanent. If you practice the incorrect sentence, you will have perfected saying the sentence incorrectly. Therefore, it is important that you study material that is commonly used by most people.

Another problem I see is that many students study

the news. However, the language they speak is more formal and the content they use is more political and not used in regular life. It is important to understand what they are saying, but this is more of an advanced lesson that should be studied after learning the fundamental basics of English.

Studying English with a friend who is not a native English speaker is both good and bad. You should be aware of the pros and cons of speaking with a non native speaking friend. Practicing with a non native person will give you practice. You can also motivate each other and point out basic mistakes. But you might pick up bad habits from one another if you are not sure about what are correct and incorrect sentences. So use these practice times as a time period to practice the correct material you studied. Not to learn how to say a sentence. In short, study English material that you can trust, that is commonly used, and that is correct.

REFERENCES

[1] Aras, K. (2012). The nuts and bolts of public speaking: Practical tools for powerful

presentations.   Retrieved   from http://www.thecommunicationfactory.com

[2] Farrell, R. (2011). Soft skills all great leaders should have. CareerBuilder. http://www. careerbuilder.com/Article/CB-2335-Leadership-Management-Soft-skills-all-great-leaders-should-have.

[3] McKay, J. (2005). Employers complain about communication skills. Pittsburgh Post Gazette.

[4] Rockler-Gladen, N. (2009, March 21). Job skills that every college student needs: Writing, speaking, professionalism, and other important knowledge

[5] Schreiber, L., Paul, G. & Shibley, L. R. (2012). The development and test of the Public   Speaking Competence Rubric. Communication Education, 61 (3), 205 – 233.

[6] Successful Public Speaking by Arina Nikitina

[7] The art of public speaking by Dale Carnagey.

ENGLISH LANGUAGE TEACHING AND VOCABULARY LEARNING STRATEGIES

A.NAGESH

Lecturer in English,P.B.N. College, Nidubrolu, Guntur (Dt.), A.P.

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"- Wilkins(1972)

These words aptly sum up the significance of vocabulary in mastering a language. It is more so with English because English has the largest number of words when compared to any other language on the earth. It is indeed a foolish question to ask how many words there are in English. Until the advent of computers and internet, the lexicographers and corporate houses that sell the meanings of words remained the authorities to give the statistics of words. The Global Language Monitor has estimated the use of as many as 10,25,109 words on the 1st January 2014, at 10.22 GMT(Global 2014). The accumulation of these words is due to various reasons ranging from Colonization to Globalization.

The vast and varied vocabulary poses a definite obstacle to a novice who wishes to communicate in a social and academic context. It is also relevant to cite the shades of meaning as envisaged by an eminent linguist, Geoffrey Leach who distinguished the meaning of words in to seven types.

a. Conceptual meaning
b. Connotative meaning
c. Stylistic meaning
d. Affective meaning
e. Reflective meaning
f. Collocative meaning
g. Thematic meaning (Leech 1983)

Compounding the difficulty level of comprehension, other features provide enough challenge to learners and teachers as well.

Unlike grammar, vocabulary learning demands a continuous effort. Since language is flux, many terms acquire new sense and other words yield altogether new shades of meaning. In course of time certain other words learnt and used in a popular way, may be stamped out of the common usage and are termed archaic. Thus the dynamics of attributing/assuming meanings to words draw a lot of effort from learners. It is noteworthy to state that there is nothing like mastery, but a relative ability to communicate according to tenor, mode and registry. Voltaire has thoughtfully said, "Language is very difficult to put into words".

The situation in the second language situation calls forth more attention than in a native language learning situation. A reasonable estimate of a native language learners vocabulary ranges between 12,000 and 20,000 in accordance with the academic exposure. An empirical estimate states that a graduate acquires 20,000 word families (Goulden, et al 1990). Various studies carried out reveal informative insights into the ranges of vocabulary one should have learnt in order to communicate effectively. It is opined that a knowledge of 5,000 words facilitates learning understanding to 88.7 percent (Francis and Kucera 1982). Though learning the first 5,000 words forms the primary obstacle, consequently it reduces the effort on the part of learning of the next achievable goal of 20,000 terms.

The systematic studies carried out over a period of time help us understand a few time tested methods of mastering language, concomitantly vocabulary. The importance attached to learning vocabulary in different methods is briefly analysed to have a comprehensive understanding of role of vocabulary in learning English.

Grammar Translation Method:

It is one of the earliest methods of learning a foreign language. Introduced in Prussia in 18th Century, it aims at preparing the students to read and write classical materials and to quality them in standardized test. The system of Grammar Translation Method had for long been emulated in the second language context, even in India where a student's objective has all along been treating English as a subject and hence to pass out the tests. In support of this system, bilingual dictionary came into vogue. As a result of mastering classics (models), paying attention to oral component of the language has been neglected. Through this method students acquired vocabulary which includes the archaic clichés of past masters.

Direct Method:

The 20th century has witnessed the rise of counter theory against the older methods and has given rise to new methods of teaching language. Direct method has been an offshoot of the earlier contradiction with the Grammar Translation Method. This method is firmly rooted in reality. Taking the needs of everyday communication, graded vocabulary is given in the form of communication exercises: questions and answers. Primacy is given to natural acquisition of language and exposing the learners at a progressive pace.

Contextual Language Teaching:

Considering the deficiencies of the earlier methods, Michael West published *A General Service List of English Words*. Its avowed aim includes the comprehension of the essential understanding of the basic language. Subsequent to the paradigm shift many innovative graded programmes have been brought out by eminent linguists like Palmer, Ogden and others. It spurred the practice of learning of vocabulary as an important component of learning English.

Audio-lingual Method:

The Audio-lingual method was originally experimented at English Language Institute, a University of Michigan. The system perceives language learning as a habit. Beginning with structure and pronunciation, the system includes suitable vocabulary to carry out the needed drills. "The Linguist should never make the mistake of identifying a language with dictionary" (Fries 1945).

Communicative Language Teaching:

The publication of *Syntactic Structures* by Noam Chomsky has given rise to the method of Communicative Language Teaching. Chomsky has put forth 'competence' and 'performance' in exercising an expression. Thus Chomsky has taken language to internalized learning. This method contradicts with the earlier methods of habit formation of language learning. The focus of attention has moved on to communicative competence. "Native speakers can better understand ungrammatical utterances with accurate vocabulary than those with accurate grammar and inaccurate vocabulary" (Widdowson 1978). In this method the role of vocabulary is undermined.

Natural Approach:

This approach primarily aims at equipping the learner to attain the acceptable oral communicative ability. It encourages conscious learning. This approach stresses the comprehensible and sensible production rather than impeccable production. Thus reading acquires emphasis in order to gain new vocabulary.

Having analysed various methods of learning language and vocabulary, it is advisable to adopt strategies to learn vocabulary.

Strategies:

a) Exposure to language experiences: The acquisition of vocabulary takes place in the context of language experiences. Every expression demands an implicit idea. The implicit idea should be generated by meticulously selecting material that satisfies the learner's experiences in an abstract way. When learning is guided, it becomes easier for the learner to acquire new lexical sets. "Students acquire new vocabulary through texts they read independently" (Nagy 1997).

b) Repetition: In order to internalize vocabulary one has to repeat or revise the words already mastered. With the increasing encounters the learner gains familiarity with words and makes the words active part of his/her vocabulary.

c) Organizing Vocabulary: Words are learnt in chunks. By organizing them into various categories one can master reasonable number of words in a short time. For instance, modifiers of a particular noun are limited, so all the words related to the unit can be remembered easily.

d) Attitude: Language experiences vary like attitudes. Every individual who wants to master vocabulary must find an opportunity to express. Thus, by accepting and personalizing the vocabulary learning one can retain a large

number of words for effective expression.

e) Familiar to Unfamiliar: Acquiring a new term into personal vocabulary is very much enhanced when it is learnt in relation to something else. By finding synonyms, antonyms one can expand the range of vocabulary.

Vocabulary forms an integral part of understanding a text. Though vocabulary learning has not been given due importance, the changes in the curriculum and the second language learning conditions provide the needed verve. Apart from the available methods and strategies one must have a personal penchant for learning. The experience of learning is enhanced, if it is in the light of wide, encompassing vocabulary.

WORKS CITED:

Wilkins, D.(1972). Linguistics in Language Teaching. London: Arnold.

www.languagemonitor.com/category/no-of-words/

Leech, G.N. 1983. Principles of Pragmatics. London: Longman.

Barcroft, J., Schmitt, N., Sunderman, G. (2011). Lexis. In J. Simpson (Ed.), The Routledge Handbook of Applied Linguistics (pp. 571-583). Abingdon, UK / New York: Routledge.

Goulden, R., P. Nation and J. Read. 1990. How large can a receptive vocabulary be? *Applied Linguistics* 11: 341-363.

Francis, W.N., & Kucera, H. (1982).Frequency Analysis of English Usage: Lexicon and Grammar. Boston: Houghton, Miffin.

West, M. (1953). A General Service List of English Words. London: Longman, Green & Co.

Fries, C.C. (1945). Teaching and Learning English as a Second Language. Ann Arbor: University of Michigan Press.

Widdowson, G.H.(1978). Teaching Language as a Communication. Oxford University Press.

Nagy, W. E., & Stahl, S. A. (2006). *Teaching word meanings.* Mahwah, NJ: Lawrence Erlbaum Associates.

THE IMPACT OF WRITTEN CORRECTIVE FEEDBACK IN ENHANCING ESL WRITING PERFORMANCE

NEELAM CHHETRY & BARKHA CHHETRY

English and Foreign Languages University. Hyderabad

ABSTRACT

Writing has always been considered to be one of the most complex skills and over the years both teachers and learners have been grappling with how to make writing task less complicated. The place of feedback in enabling learners to improve their writing skills is one of the most accepted and practiced in the field of writing. In the same light, this paper explores the role of Written Corrective Feedback (WCF) in helping learners improve their writing skills. The paper therefore presents an overview of WCF as a concept and is followed by a review of studies and real life examples to support the argument that learners writing skills can be effectively improved through Written Corrective Feedback.

INTRODUCTION

The issue of writing has always occupied an important place in the field of language learning. Writing as a productive skill over the years has come to be understood as one of the most complex skills. This is because writing as a process involves multi-tasking, making use of both cognitive and meta-cognitive aspects and also the affective aspects to some extent. The field of writing has progressed from the product approach to the process oriented approach which has completely changed the outlook on writing, from a mere act of reproducing structures it has evolved into an activity that is actually the product of a process involving thinking, brainstorming and writing drafts. The process of writing has achieved more importance than the final product, the written text and there are a variety of studies in the literature that are driven with the objective of finding out means and measures to help improve the process of writing. One such area of study is feedback and its role in improving the writing skills of learners. This study is also an exploration into the role of feedback, with particular interest in 'Written Corrective Feedback' in improving the written performance of learners.

Overview of Written Corrective Feedback

Lightbown and Spada(1999, p.172) defines Corrective feedback as 'an indication to the learners that his or her use of the target language is incorrect". It incorporates a variety of responses that the learners receive. The issue of feedback either written or verbal has been an important issue for researchers in the field of language education. However, particular interest has been on written corrective feedback (WCF) and this growing interest on WCF is a recent development. The role of WCF in language learning cannot be denied. It has a significant role in guiding learners towards effective learning on the whole. On a more specific level WCF has a significant impact on improving the writing skills of learners. The following section contains a review of studies that have reported the positive effect of Written Corrective Feedback in enhancing writing.

Written Corrective Feedback and Writing

Hartshorn, Norman, Evans, Merill, Sudweeks, Diane and Anderson(2010) in a study focused on the effect that the dynamic corrective feedback has on improving students writing skills. The study established that dynamic Corrective Feedback have a large beneficial effect on the accuracy of the students ESL writing though the findings also suggested a slightly unfavourable effect on writing fluency and writing complexity. Researchers in the

field of L2 writing have been mainly interested in the question if and how CF can help students to become more able and self-employed writers (e.g. Chandler, 2003; Ferris, 2006). The predominant focus of studies within this strand of research has been on exploring the role of feedback in the process of developing learners' editing and revision skills. This perspective has been referred to as the learning-to-write dimension of L2 writing (see e.g. Leki, Cumming, & Silva, 2008 for a review). However, on the whole, the study gives considerable evidence on the role of written corrective feedback in improving learners writing skills.

In another study, Ferris and Roberts in their study *(*2001), found that WCF has a positive relation with enhancement of writing skills and they further suggested that direct corrective feedback has higher impact than indirect corrective feedback on learners' with low levels of proficiency. There are other studies that established the role of WCF in promoting specific grammatical features pointing out that it is more so with learners at low intermediate level.

An experiential example can be drawn from the corrective feedback practice that is used by Prof. Upendran in the Research Methodology course for the Ph.D (ELE) class. The written corrective feedback that was provided on the assignments enabled the students to focus more on the use of language, particularly grammar. The feedback had a huge impact in improving the writing skills of the students. Further, the written corrective feedback in Academic Reading and writing by Dr. Lina Mukhopadhyay and Dr. Meera Srinivas to the same group also had positive impact on improving the writing skills. The feedback received as part of this course enabled students to develop and expand their thoughts and ideas. Further, it enhanced the language use and also contributed towards the enhancement of vocabulary knowledge.

Issues to Consider in practising WCF

There are however a number of limitations regarding the use of WCF. Researchers have stated error correction to be entirely unnecessary and ineffective, or even harmful (e.g. Krashen, 1985; Schwartz, 1993; Truscott, 1996). This claim relies on both practical and theoretical arguments. The practical doubts pertain to teachers' capacities in providing adequate and consistent feedback, and learners' ability and willingness to use the feedback effectively (Truscott, 1996).The first criticism may be

with regard to its feasibility in all classroom sizes. WCF may be successful with small class sizes as the teacher can attach equal attention to all learners but the same practice in a big class size may not have the same effect as it would be challenging for the teacher to focus equal attention to every student. Further, WCF to have a desirable effect on learners should be practised for a considerable amount of time and not simply as a one-time affair.

Secondly, the issue of what kind of errors should be corrected and how many times should correction be given is of interest. It is a known fact that every error need not be corrected and that too many error corrections may make the learners' self-esteem low which may consequently negatively impact the learners. Finally, if teachers focus too much on error treatments then the learners' creativity is suspended or restricted to a certain extent. In other words, WCF if not balanced may lead to the subordination of fluency to accuracy. Here, one may question whether WCF is leading to real learning or is it only promoting accuracy?

CONCLUSION

Regardless of its limitations, one cannot deny the role of WCF on the improvement of learners' writing skills though one can also not deny that all kinds of WCF may not be effective. However, the conclusion that can be reached is that the effectiveness of WCF will be determined by three major considerations:

a. When should errors be corrected?

b. Which errors should be corrected?

c. How should feedback be provided?

Written corrective Feedback if focussed on the purpose or intention of the work and provide praise with a reason and offer one or two points for improvement, it will certainly have a positive impact. Effective WCF acts as scaffold for students in order that they can think through the situation for themselves and improve their understanding thereby enhancing the proficiency of the learners. In short, to be effective, WCF should comprise 3 elements: exactly what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made.

REFERENCES:

Ferris, D. R., & Roberts, B. (2001). "Error feedback in L2 writing classes: How explicit does it need to be?." Journal of Second Language Writing, 10(3), 161-184.S

Hartshorn J. K., Evans W. N., Merril F. P., Sudweeks R. R., Strong-Krause, D. & Anderson J. N.

(2010). "Effects of Dynamic Corrective Feedback on ESL Writing accuracy". *TESOL Quartely,* 44(1): 81-104.

Krashen, S. (1985). The input hypothesis: Issues and implications. London: Longman.

Lightbown, P., & Spada, N. (1999). "How languages are learned". Oxford: Oxford University Press.

Schwartz, B. D. (1993). On explicit and negative data effecting and affecting competence and linguistic behavior. Studies in Second Language Acquisition 15(2), 147-163

Truscott, J. (1996). The case against grammar correction in L2 writing classes. Language Learning 46(2), 327-369.

PROBLEMS IN TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE IN INDIA

PUTLA ANANDA RAO

Lecturer in English, The Bapatla College of Arts & Sciences, Bapatla, Guntur (Dt).

ABSTRACT

English Language has played a vital role in all the stages of India's freedom movement, formation and evolution into a nation of unique identity. English has been the language of diplomacy, administration, education, judiciary and information technology. Its role is further widened in the present day needs of creating opportunities. With the changing indispensable role of English, the teaching of English in India is in a deplorable state. The Education Commissions and think tanks have emphasized the importance of inculcating right skills among the students in order to meet the present day needs of employment at global level. The problems of teaching English in India are due to policy makers' follies to poverty and population. The identified problems like lack of clear-cut-policy, deficiency exposure, non-availability of suitable material, lack of qualified teachers, improper methodology, lack of motivation, teacher student ratio and faulty examination system need attention to rectify the problems in teaching and learning of English in India.

English language in India is a lot more than just an official language. It has been the language of diplomacy, administration, education, judiciary and information technology. Besides, English is a language of opportunities and success for life in India. As was noted by the Education Commission of India in 1966, "When a degree holder from India goes to any of the developed countries he is not treated at par with a degree holder of that country". This statement reflects the deficiencies in the pattern of Indian Educational system. Moreover, our curriculum does not make the acquisition of English language skills a mandatory part. Hence, the reluctance in learning or teaching of English language is seen as on inherent quality of Indian Educational System.

The teaching of English in India has always been in dire straits. This is due to many factors like lack of proper education system catering to large population of the country, bleak economic conditions, the cultural and social diversities, etc.

1. Lack of Clear-cut Policy: One of the main reasons for the poor standard of English is the lack of a clear-cut-policy. There have been frequent changes in the policy of the government towards the teaching and learning of English. Though English is treated as a compulsory subject, only the pass mark is taken into consideration. As the percentage of low achievers has been ever increasing, the Government has decided not to consider marks in English as essential for admission into a university course. If we are to aim at good standards in English, it is high time that the Government should take a strong decision to formulate and implement appropriate policies that promote learning of English.

2. Lack of Exposure: Most of the Indian students are exposed to their mother tongues. They do not get adequate opportunities either to listen to or to speak in English. They listen to English only in the 'English' class. The teaching of the other subjects is mostly carried out in their regional languages as the medium of instruction is in their vernacular languages. It is only in the urban areas that we find English medium schools. Owing to poor social and economic backgrounds, they neither get enough exposure to English outside the classroom nor enough opportunities to improve themselves in speaking it. This naturally reduces their use of

English and results in a poor competence in the language.

3. Non-availability of Suitable Teaching and Learning Material: Many Teaching-Learning materials like – good text books, work books, handbooks for teachers, T.V., Radio, charts or other useful visual material – are essential for effective teaching. Unfortunately many teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical.

4. Lack of Qualified Teachers: Qualified teachers of English are found is very small number in India. Hence, not having a good teacher of English is a common experience of all the students of English. The teachers of English are neither trained properly nor belong to the English subject. Unfortunately teachers of other subjects are also utilized by the governments to teach English. Even if they are trained, they are trained by the teachers of English in India but not by the native models. The materials and methodology used in these training programmes are also outdated. As such, it is the same limited experience that is shared among the learners and teachers. Though there are premier institutes like EFLU, RIEs and ELTCs to train teachers of English, they are hardly enough for the large demands of the Indian teacher population.

5. Improper Methodology: The methodology which is practised to teach English in schools is not appropriate. The oral work which is an integral part of any teaching method is grossly neglected. Writing, which is an advanced skill to be learnt is taught right from the beginning. Students are not given exposure to the use of language. Language is taught by the rules and learnt by the rote memory. As a result students fail to achieve desirable competency levels in the use of language.

6. Lack of Motivation: In general situations students do not find any immediate need for communication in English. As a result their interest in using English naturally slackens over a period of time. Similarly, as there is no immediate reward for their achievement, the interest decreases. The poverty and the insecure sociological conditions also force them to neglect the language. In addition, learning a foreign language is not an easy task and the much needed exposure and practice are not available to achieve fluency in the use of the target language.

7. **Teacher Student Ratio:** With our large population we do not find any ideal class where students number is less than 60. Since the students in the class are always heterogeneous and high in number, there is hardly any time left for the teacher to pay attention to the slow learner or creative child. Even the average students do not get enough experience in the use of language. There is little scope for individual attention. This, certainly, hinders the language learning and thereby intellectual growth.

8. **Faulty Examination System**: Generally, the methodology of teaching is designed after the type of evaluation, but it is happening the other way. Our examination of English encourages the students for rote memory, because many times the questions are based on summarizing either a poem or narration. The language skills are not tested to any appreciable degree. Spoken English skills are totally neglected. Teachers also find it very difficult to motivate the students in the class because the students always aim at memorizing the notes and reproducing them in the examination.

With all the problems discussed above the standards of English in our country are deplorably low. Hence a lot of responsibility is thrown on the shoulders of the policy makers and teachers to make the teaching and learning of English an interesting and fruitful exercise. They have to gear up for the global changes that are sweeping the education system and prepare the generations of students to achieve a promising future.

REFERENCES

[1]. Allen & Campbell, Teaching English as a Second Language A Book of Reading.

[2]. Durnkille, Benjamin. The methods of Teaching Reading in the Early Stages, School world, Vol. XIV, November 1912.

[3]. Gray, William S. The Teaching of Reading and writing An International Survey UNESCO, 1961.

[4]. Howatt A.P.R. A History of English Language Teaching – Oxford University Press.1984.

[5]. Rainees, Anne. Techniques in Teaching writing. Oxford University Press 1983.

[6]. Ray, Kishore. English in India. The Pedagogud 5, 1991.

[7]. The Education Commission of India Reports,1964-66.

COHESION -AN INTRICATE PART OF TEXT & CONTEXT

T.SUJANI[1], Dr.RATNASHIELAMANI[2]
[1]Associate Professor, Sri Vasavi Engineering College, Tadepalligudem
[2]Professor, Acharya Nagarjuna University, Guntur

ABSTRACT

This paper "Cohesion-An Intricate Part of Text & Context" discusses the meaning of cohesion and the various cohesive devices like Reference, Substitution, Ellipsis, Conjunction and lexical cohesion based on the model of Halliday & Hasan (1976). It also gives an overview of text and context in order to delineate the role of cohesion in a text in general and in advertisement in particular. Cohesion is applicable to any genre as it is an intricate part of the text and context. It helps in the interpretation of the text- be it a story, poem, passage, advertisement etc. The main focus of the paper is to make the students comprehend the meaning of the text clearly without getting confused. Lexical cohesion along with other cohesive devices forms the texture of the text and promotes insightful interpretation of discourse in any kind of text.

This is a research paper on "Cohesion-An Intricate part of Text & Context". It shows how cohesion contributes to the better understanding of the text. The students normally find it difficult to understand and relate the sentences in the text. Identifying words in a text is not a reading skill. The act of transformation of these words into appropriate and meaningful content leads to comprehending skill. Any text is a discourse and it is fit to analyze.

Linguistics has extended its vistas to a wide range of aspects that include various new avenues and has a huge scope for research in the usage of language and context. Applied linguists have recognized the significance of language such as its structure, phonology etc. But 'a relatively neglected aspect of linguistic system is its resources for text construction, the range of meanings that are specially associated with relating what is being said or written to its semantic environment'(Halliday and Hasan.1975:Vii). The chief trait of this aspect is cohesion. The most definitive treatment of cohesion is provided by Gutwinski (1976) and Halliday and Hasan (1976), who agree that cohesion in text is achieved by establishing semantic relationships where the interpretation of some element in the text depends on that of another. Cohesion may also be viewed as a type of redundancy which exists among the various sets of semantic resources which link one sentence with another. It is important to note that the term "cohesion in text" was introduced by Halliday "explicitly for the purpose of linguistic analysis" (Gutwinski 1976, p. 28) and, as such, should be thought of as something which exists within text, but not within the mind of someone who reads text. It is also important to emphasize that cohesion is not another name for discourse structure or text. Rather, the concept of cohesion is used to account for- or describe in a systematic way- the relationships which exist within text. Cohesion is used to "show how sentences, which are structurally independent of one another, may be linked together" (Halliday and Hasan 1976, p. 10). The linkages which establish cohesion are called ties and a single instance of cohesion is a cohesive tie. Cohesion may be intra or inter-sentential; Cohesion is concerned with extended discourse rather than with individual sentence, questions about how humans produce and understand discourse units often referred to as texts. Hence it is important to note that every text
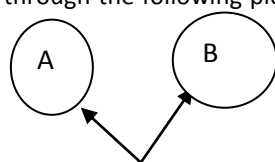
has cohesion.

Text: In Text Pragmatics, a text is defined as a communicative event in which the communicator transfers to the audience by means of language, and with social consequences, some propositional content. The text is, across time, delimited by a change of one of the factors in the communication channel. A text is normally one person's written or spoken utterance, intended as one message to one audience about one coherent topic in one concrete situation (cf. Beaugrande and Dressler 1981). In terms of functions, the text is seen as an expression of the communicator's intentions and attitudes (the expressive or emotive function).

Asher (1994) differentiates spoken and written texts in terms of the degree of potential addressee participation and the degree of premeditation.

TEXTURE: Every text has a texture. It is the texture which differentiates between a text and a non-text. In fact the concept of texture explains what a text is. Certain linguistic features present in a given passage either written or spoken contributes to the total unity of text. Texture is the state of 'being a text'. It is the central element of a text. Texture remains incomplete without tie. To put it in a nut shell cohesive relations are relations between two or more elements in a text that are independent of the structure. A semantic relation of this kind may be set up not only within a sentence but also between two sentences. And when it crosses a sentence boundary, it has the effect of making the two sentences cohere with one another (Halliday and Hasan:vii).

The discussion on texture is incomplete without a preliminary view on the concept of tie. Tie is a relation which is possible only when there are two members. Halliday and Hasan (1989: 73) show this relationship through the following picture and opine:

If we think of a text as a continuous spacious in which individual messages follow each other, then the items that function as the two ends of the tie-the A and the B – are spatially separated from each other; A may be part of one message and B part of another. But there is a link between the two, depicted above by the two-headed arrow. The nature of this link is semantic; the two terms of any

tie are tied together through some meaningful relation. Such semantic relations are the basis for cohesion between the messages of the text.

Context in Hallidayan sense is studied as the name of an inter-level of language organization which relates linguistic form to extra linguistic situation, thus, corresponding to semantics. Context is a broader rubric which involves various cultural and traditional underpinnings and which also includes linguistic and semiotic conventions as part of it. Halliday and Hasan discuss context implicitly as they introduce the term, 'SITUATION', a more elaborated and extended term for context(Halliday and Hasan, 1976:21). According to them, situation of a text includes 'external factors affecting the linguistic choices that the speaker or writer makes. These are likely to be the nature of the audience, the medium, the purpose of the communication and so on'(ibid).

Cohesion in English specifies five major classes of cohesive ties, nineteen subclasses, and numerous sub-subclasses. A Cohesive tie is possible when there is cohesion between a pair of cohesively related items. A tie is made up of five components. The concept of tie makes it possible to analyze a text in terms of its cohesive properties .

Ties: Five distinct types of cohesion have been identified by Halliday and Hasan (1976). The five types are reference, substitution, ellipsis, conjunction, and lexical cohesion. Each of the five categories is represented in text by particular features such as repetitions, omissions, uses of certain words, or the occurrences of certain constructions. Halliday and Hasan also provide a rather elaborate coding scheme for analyzing text in terms of number and types of cohesive ties. Their system allows for the quantification of total number of cohesive ties and the identification of types of cohesive ties in a text.

Advertisements: In this world of competition, the survival of any product is based not totally on the quality of it but in the effective presentation of its traits to the consumers. This is what advertisement does. Advertisements deal with the people-with the way they live, the things they do, with social and cultural ideologies that the members of a particular social group or groups share with one another, with the things they buy and the services they seek and with the people who make the goods and render the services.

Guy Cook, one of the renowned discourse

analysts, points out that an advertisement is interplay of text, context and discourse and we cannot understand one aspect without taking into account the other. Cook (2001) states that

> …change in any one element usually entails a change in the whole. An ad is not a tangible or stable entity; it is the dynamic synthesis of many components, and comes into being through them.(Cook 2001:6).

Thus if we analyse a piece of advertisement we have to take into account not only the written text(linguistic aspect) but also its context, participants in, paralanguage and function of text in a particular society or culture, etc.(ibid). It seems necessary, therefore, to have a comprehensive account of individuals and ideology that pervades a socio-cultural setting, apart from the original linguistic resources. Describing the complexities of defining an advertisement, Cook points out, that difficulties in giving an exact definition to an advertisement arise out of sharing the common outlook with them and persuading them to buy the products. Leacock(1924) defines advertising as 'the science of arresting the human intelligence long enough to get money from it' (quoted in Woods 2006:1)

Though linguists have seen advertisements from a variety of angles, all of them share the common view regarding the aim and function of advertisements. The goal of an advertiser is to persuade people through different linguistic and non-linguistic devices and by conforming to or enhancing their ideological, social and cultural status. But, the ideological stand of an advertisement may or may not appeal to all the classes at a time, as different classes or groups hold diverse ideologies. Advertisements are therefore, directed towards a particular social class.

Advertisements in print media use both verbal and visual modes for conveying information in the form of texts. The messages in such texts are structured at three levels-linguistic, thematic and physical or formal. The linguistic structuring involves the use of lexico-syntactic strategies with their focus on style. It is designed to function as a vehicle of verbal communication. Thematic structuring involves the use of cohesive devices such as repetition, ellipsis etc. This functions as a vehicle of conceptual communication. Physical/formal structuring, on the other hand, involves the use of forms and designs and functions as a vehicle of

sensory communication. Thus language plays a variety of roles in advertisements. Linguistic devices are used to catch attention, to give information, to illustrate, substantiate and reinforce visual information.

The Analysis of the Visual: In the ad of " Ponds white beauty skin lotion", the paralanguage of the advertisement is in perfect tune with what is being advertised. There are 2 prominent characters with two other characters intercepting the love of the lead roles. Ria the lady lead is dressed in pink. Lurie (1999), a professor of American Literature, in her essay 'The Language of Clothes' describes clothing as 'a kind of language that communicates the wearer's and the surrounding culture's intentions, emotions, meanings, values and belief systems' (Lurie 1999:143, in Hirschberg and Hirschberg (eds) 1999). Ria observes her man with another fair lady and gets conscious of her skin colour. Lurie (1999) is of the view that 'The vocabulary of dress includes not only items of clothing, but also hair styles, accessories, jewelry, make-up and body decoration'(ibid 144). The chain with half heart pendant is symbolic of their incomplete love on either side. The process of misunderstandings, misinterpretation of each other, and the villainy of the other lady is depicted in a few minutes and the reunification of the lovers with the girl's enhanced skin fairness brings a happy end to the advertisement.

The advertisement persuades the consumers into buying the product through the use of soft sell technique, as there is no direct persuasion.

The text and context play a major role in this advertisement with the two lovers getting segregated and getting united at the end. Thus we find the cohesive elements like reference, substitution and ellipsis playing a major role in the promotion of emotions like love, mistrust and revenge in the advertisement with the lovers repeatedly criss–crossing each other at various places and the surging of emotions weave the texture of the theme.

REFERENCES

Asher, R.E., (1994) ed. *The Encyclopedia of Language and Linguistics*. Vol. 9.Oxford: Pergamon.

Cook, G. *The Discourse of Advertising* (2nd ed). London: Routledge, 2001.

Cook, G. *Discourse and Literature.* Oxford: Oxford University Press, 1994.

Cuddon, J.A. *A Dictionary of Literary Terms and Literary theory* (4th ed). Delhi: Maya Blackwell (Doaba House), 1998.

Gutwinski, (1976). Waldeman. *Cohesion in Literary Texts.* The Hague: Mouton.

Halliday, M. and Hasan, R. *Cohesion in English.* London: Longman, 1976.

Hirschberg, S. and Hirschberge, T. *Reflections on Language.* New York: Oxford University Press, 1999.

Kilbourne, J. 'Beauty and the Beast of Advertising' in Hirschberg, S. and Hirschberg, T. in *Reflections on Language.* New York: Oxford University Press, 1999.

Lurie, A. 'The Language of Clothes' in Hirschberg, S. and Hirschberg, T. in *Reflections on Language.* New York: Oxford University Press, 1999.

Schiffrin, D. 'Discourse' in Fasold, R.W. and Connor-Linton, J. (eds) *An Introduction to Language and Linguistics.* Cambridge: Cambridge University Press, 2006.

Woods, N. *Describing Discourse.* London: Oxford University Press, 2006.

Internet Resource

www. Youtube.com

Ponds "White Beauty" Skin Lotion Indian Commercial Series

ENGLISH CURRICULUM IN INDIAN UNIVERSITIES AND THE LITERACY STRATEGY

Dr. K. JAYARAJU

Lecturer in English, Govt. Degree College, Vinukonda,Guntur Dt., A.P.

The course of study is the mimeographed or printed outline or syllabus which is furnished to teachers to help them guide the learning experiences of their pupils. The sum total of the learning experiences is the curriculum.   **- Logsdon.**

Exploring the Literacy Strategy and the English Curriculum

The English Curriculum: The National Curriculum sets out clear aims for the education of pupils, defining 'the content of what will be taught, and setting attainment targets for learning. It also determines how performance will be assessed and reported' (DfEE, 199:3). It has a particularly strong focus in that an entitlement to learning must be an entitlement for all pupils. The English curriculum, a legal requirement, provides programmes of study defined in the Education Act (1996) as the 'matters, skill and process' that should be taught to pupils of different abilities and maturities during the Key Stages. Schools then have to plan schemes of work, based on these programmes of study, which will support the entitlement to learning. The curriculum, while recognising the distinctive aspects of speaking and listening, reading and writing, emphasises 'their interrelatedness' and advocates the strengthening of these links. At the beginning of every Programme of Study this fact is highlighted. "Teaching should ensure that work in speaking and listening, reading and writing is integrated' (DfEE, 1999:6).

Theory Task: exploring the National Curriculum for English

Take some time to look at English in the National Curriculum, copies of which can be obtained from DfEE or at www.nc.uk.net, but don't just look at the Key Stage which you are aiming to teach. One of the Keys to being a good teacher is to be informed. There is a danger in teaching of becoming isolated in your classroom. Watch out for this happening and remember that your classroom is only a small part of the pupil's learning experience. By showing your pupils you are aware of this, you will help them to transfer their learning from class to class.

Look at En1 speaking at Key Stage 1 and you will see that the requirements there are valid for all Key Stages. Compare them now to En1 Speaking at Key Stage 3. What do you notice? How would you describe the difference? This kind of exercise is worth doing with Key Stage 3 and 4 pupils because all too often they do not really understand how progression can be defined.

Look at En2 Reading at Key Stage 2 and compare the sub-headings with those at Key Stages 3 and 4, as shown in Table 2.1. There are some interesting differences which will be referred to later in discussing the NLS. Try to identify how the National Curriculum plants for progression across the Key Stages. Be aware of what your pupils have already studied and what they will encounter in the future.

A quick mention here about the negativity you may come across among some teachers regarding the National Curriculum, Particularly at Key Stages 3 and 4. It is popular and easy to dismiss something and this is what happens in education. Many people, not just teachers, criticise the National Curriculum because it lists the major writers and poets to be taught. It is a starting point; it is not a reason to dismiss the

National Curriculum out of hand. Check through the rest of the requirements for reading and you will find it difficult not to agree that this is what should be taught. The list does not preclude the use of other writers: you can add other authors/poets in your own planning and make useful comparisons between writers in this way.

The National Curriculum has been statutory since 1999 and has been reflected in schools' schemes of work since then with varying degrees of success. It is this variation that has led to the development and introduction of the National Literacy Strategy, which was introduced in the primary sector in 1997 and in the secondary sector in 2001.

Major writers published before 1914:

> Jane Austen, Charlotte Bronte, Emily Bronte, John Bunyan, Wilkie Collins, Joseph Cohrad, Daniel Defoe, Charles Dickness, Arthur Conan Doyle, George Eliot, Henry Fielding, Elizabeth Gaskell, Thomas Hardy, Henry James, Mary Shelley, Robert Louis Stevenson, Jonathan Swift, Anthony Trollope, H.G. Wells.

Major Poets published before 1914:

> Mathew Arnotld, Elizabeth Barrett Browning, William Blake, Emily Bronte, Robert Browning, Robert Burns, Lord Byron, Geoffrey Chaucer, John Clare, Samuel Taylor Coleridge, John Donne, John Dryden, Thomas Gray, George Herbert, Robert Herrick, Gerard Manley Hopkins, John Keats, Andrew Marvell, John Milton, Alexander Pope, Christina Rossetti, William Shakespear (sonnets), Percy Bysshe Shelley, Edmund Spenser, Alfred Lord Tennyson, Henry Vaughan, William Wordsworth, Sir Thomas Wyatt. Source: DfEE 1999:36.

The National Literacy Strategy

As stated in the National Literacy Strategy, the government recognises the importance of language skills in improving educational: "Language lies at the heart of the drive to raise standards in secondary schools' (DfEE and QCA, 2001: 5). For the first time a government has committed vast sums of money to achieve this aim, with great emphasis on the teaching and learning of literacy skills.

Why was there a need for the NLS?

The NLS Framework for Teaching was instigated because there was such variance between schools, even between classes in the same school. The aim is to promote a clearer focus on literacy instruction to make it more uniformed so that all pupils will receive the same opportunities for learning, and parents, teachers and pupils know what to expect. It provides guidelines and direction that have not been available before for teachers of English and it brings a coherence to Key Stages 2 and 3. It is not statutory and there is an expectation that it will be used with professionalism and flexibility to suit the needs of the pupils. The emphasis is on teaching that has learning as its focus. The most successful teaching is described as:

- *Discursive*
- *Interactive*
- *Well-paced*
- *Confident*
- *Ambitious*

Using the NLS and the Curriculum :

When this Framework was introduced in primary schools, the literacy hour was promoted as the means of teaching the objectives. Examples of the ways in which it can be used can be found in the NLS but, with experience and confidence, teachers are beginning to adapt this model to suit their own pupils more and more. For example, some schools do not have a whole hour every day; some schools are choosing to devote more time to extended writing and so on. Try not to consider the National Curriculum and the NLS as constraints, but as tools to help you to teach effectively and to give your pupils an effective education. Observe how other teachers utilise these documents and the strategies suggested by them in order to develop your own teaching.

Explicit Teaching of Literacy:

The work 'explicit' as used in the NLS is important to notice because it summarises the changes in the teaching of English. It is no longer acceptable to expect pupils to develop their skills through absorbing language. The emphasis now is on explicitly teaching those skills and organising learning so that knowledge and understanding of literacy skills is accessible to all pupils.

What is meant by literacy?

In the NLS, literacy is defined as uniting 'the important skills of reading and writing. It also

involves speaking and listening.. and it gives a list of what literate primary pupils should be able to do, which is a very useful point of reference for teachers of all Key Stages. This list can be found on page 3 of the National Literacy Strategya: Framework for teaching: years 7,8 and 9.

Why is literacy important?

In the Framework for Teaching English: Years 7,8 and 9, the definition of literacy is developed further. The words 'language' and literacy' are mentioned several times in significant statements, whose relevance is not restricted to the classroom. For example, in the foreword it states that language:

Is the key to developing in young people the capacity to express themselves with confidence, to think logically, creatively and imaginatively and to developing a deep understanding of literature and the wider culture. (DfEE and QCA, 2001 : 5)

Once again, the importance of acquiring sophisticated language skills is emphasised and the breadth of its significance beyond the classroom is made clear.

Both the primary and secondary strategy documents refere to 'equipping pupils for the world in which they will live and work', and this takes us back to the question of what is the role of teachers of English. If your pupils are not all budding novelists and poets, how will they use English in their lives? Similarly, how would you want English to enrich their lives? The world is an increasingly, literate one, with the growth of the internet just one example of the importance of the written word. If you can read fluently, you can save money by buying on the web. If you can't, then that is one more area that is denied to you. But, of course, it is not just reading and writing that are important – the spoken word is increasingly powerful in this visual world in which we live.

Reflective Tasks: Considering the Importance of Literacy :

Imaging that you cannot read or write or speak will. How would this affect one week in your life, maybe last week? How would you cope? Have you ever been abroad in a country where you could not read, write or speak the language competently, perhaps where you could only decode and use words at a slow and insecure level? How did you feel? Which of the skills did you need most? Bear in mind that some of the pupils you encounter are in a

similar situation in their home country. Remember, too, that for some of them English is not their first language. A successful teacher will always try to imagine themselves in the position of their pupils.

What is expected in English lessons?:-

As we have seen, literacy is much more than reading and writing, and English teaching encompasses much more than reading novels or deconstructing grammar. As teachers of English, we are fortunate in that our day-to-day routines encompass so many different aspects. As you develop as a teacher you will find interesting ways of incorporating all the different aspects of English teaching into your lessons. Here, despite what you may hear about the National Curriculum and NLS being restrictive, you can see that the most effective English teachers are still highly creative in being able to use all their resources to create successful lessons. It is interesting to step back and consider what English and, more specifically, English teaching, mean to you.

Making Language teaching fun:

Some English teachers approach the literacy/language aspects of their lessons grudgingly. There seems to be considerably less enthusiasm about exploring complex sentences with a class, for example, than discussing the inner turmoil of Dickens' Characters. However, whenever we discuss literature, we are discussing language – words, sentences, grammar – the tools of the author's craft that create the fictional world and the characters. Encourage your pupils to play with language and show them that they too can write in complex sentences and thus improve their own writing. Let pupils explore tabloid head-lines, identifying the grammatical and linguistic 'errors', and get them to write their own puns. Show your classes that language is fun. There is nothing in the NLS or the National Curriculum which says that grammar/literacy/language must be taught through dull lessons; indeed, quite the opposite is expected. As teachers of English and literacy, we are expected to use our creativity and to exploit the strategies suggested to us in order to engage our pupils, thus ensuring their progression.

The NLS and the National Curriculum were designed to standardise teaching and to ensure that pupils in all classes and all schools receive an appropriate, challenging and inclusive education. The two documents together provide the basic tools for your teaching: they outline what should be taught and suggest ways in which you might effectively teach. The complexity of the language has been broken down to help you teach, but it still needs your interpretation. English is rich in vocabulary, which allows for great variety and shades of meaning. it is a much more flexible language than many others, which is both an advantage and a disadvantage for the learner. It has, as Bill Bryson states, a 'deceptive complexity. Nothing in English is quite what it seems' (Bryson, 1990:9). This is the pleasure of teaching English. By showing your pupils how they can develop their literacy skills, you can give them the confidence, knowledge and understanding to explore their language in all its various forms and enable them to become competent language users in the different areas: fluent speakers; sensitive speakers; proficient readers; competent writers. The National Curriculum and the National Literacy Strategy will guide you, but you will be the person who makes it all come to life and become meaningful for your pupils. Good luck! It's worth it.

FURTHER READING

Bryson, *B.* (1990) *Mother Tongue: The English Language*, Hamish Hamilton, London.

Crystal, D. (1987) *The Cambridge Encyclopedia of Language,* Cambridge University Press, Cambridge.

Crystal, D. (2001) *Rediscover Grammar with David Crystal,* Longman, London.

Davies, C. (1996) *What is English Teaching?* Open University Press, London.

Davison, J. and J. Dawson (2003) *Learning to Teach English in the Secondary School,* Routledge Falmer, London.

Flemming M. and Stevens, D. (1998) *English Teaching in the Secondary School: A Handbook for Students and Teachers,* David Fulton, London.

King, S. (2001) *On Writing: A Memoir of the Craft,* Hodder & Stoughton: New English Library, London.

Wyse, D. and Jones, R. (2000) *Teaching English, Language and Literacy*, Routledge Falmer, London.

THE ROLE OF DISCOURSE MARKERS IN ENHANCING THE QUALITY OF WRITTEN COMPOSITION: AN EXPLORATORY STUDY

RUKULU KEZO & BARKHA CHHETRY
Research Scholars, EFLU, Hyderabad.

ABSTRACT

The significance of Discourse Markers in enhancing the quality has been explored in this study. Discourse Markers can effectively serve as indicators of written proficiency for the variety of functions it plays in a written discourse. In the same light, this study explored the relationship between the use and frequency of discourse markers and the quality of written composition. To this end, the writings of six degree first year commerce students of a college in Nagaland were analysed. The analysis focused at quantifying the number of discourse markers, the frequency of use and correlated it with the quality of the written composition which was arrived at through the use of an evaluation criteria that focused on three areas; content, language and organization. The study's findings reveal that students are aware of discourse markers and that there is a significant relationship between the frequency of Discourse Markers and the quality of writing. The implications that the study seeks to bring home is the importance of teaching Discourse markers to students instead of simply focusing on grammar and style.

INTRODUCTION

Writing is one of the four basic language skills that learners need to learn in order to function well in other disciplines and may be considered as the most complex and difficult skill as compared to the other three, listening, speaking and reading. According to Nunan (1991), writing is not only the process the writer uses to put words to paper but also the resulting product of that process. This process and product are also conditioned by the purpose and place of writing (its audience and genre), a process that varies according to the purpose and context. In other words, each type of writing requires certain style which suggests the complexity and difficulty of developing writing skills. Writing in a second language is further complicated by issues of proficiency in the target language, first language literacy, and differences in culture and rhetorical approach to the text. The growing status of English as the world language has led to the simultaneous expansion in the use of English. With this trend there is an increasing number of second language learners involved in academic pursuits in which they are required to write compositions. This then calls for the need for studies pertaining to the ways and means of improving writing skills, the components and parts that makes effective writing.

Writing compositions demands not only a great linguistic competence but also an awareness of how discourse segments can be effectively connected in a cohesive manner. Across all kinds and genres of writing, coherence is generally acknowledged as a distinctive feature and an essential quality of good writing which can be achieved through an appropriate use of discourse markers. It is therefore worthwhile to investigate whether the use of discourse markers has any significance in the overall quality of writing. In this same vein, this study has been an attempt in exploring the relationship between the use of discourse markers and the quality of writing.

An Overview of Discourse Markers

Discourse markers are more commonly referred to as "linking words", "linking phrases" or "sentence

connectors". In simple words, they may be described as the "fixative" that binds together a piece of writing, making the different parts of the text 'stick together' into a complete whole. Discourse markers are signposts that help in giving the appearance that logical connection exists between sentences, paragraphs and sections of a written text thereby allowing the reader to piece together the ideas into a logically coherent argument. They are not merely decorative but it makes writing read and sound better. It allows the flow of writing to be clear and smooth. When it comes to evaluating writing this skill of maintaining connections and clarity is one crucial aspect that is looked for and the appropriate choice and use of discourse markers is the key to achieving this clarity and coherence. In this regard one may logically posit that if Discourse markers facilitate coherence and cohesion then the lack of it or their inappropriate use could to a certain degree hinder comprehensive writing or lead to misunderstanding. Halliday and Hasan(1976) classified Discourse markers as under;

1. Additive: and, or also, in addition, furthermore, besides, similarly, likewise, by contrast, for instance;
2. Adversative: but, yet, however, instead, on the other hand, nevertheless at any rate, as a matter of fact;
3. Causal: so, consequently, it follows, for, because, under the circumstances, for this reason;
4. Continuatives: now, of course, well, anyway, surely, after all; etc.

The Role of Discourse markers in Writing

Discourse markers can help in creating a clear structure by acting as a kind of 'linguistic signpost' that contributes to a well-constructed essay or argument. They provide a sense of clarity, coherence, fluency and logic to a piece of writing. There are many different uses for discourse markers in making writing cohesive;

1. To introduce ideas: First of all, to begin/start with, initially, firstly.
2. To add extra points: And, also, and then, secondly, additionally, moreover, next, second, in addition (to this), furthermore, further, besides (this), not only…but also, as well as (this), what is more, too, lastly, last but not least.
3. To add contrasting points: But, however, on the other hand, while, and yet, despite, in spite of, although, even though, though,

nevertheless, regardless (of), on the contrary, whereas, conversely.

4. To give a time sequence: After, afterwards, after a while, meanwhile, before, lately, in the past, simultaneously, until, until now, subsequently, earlier, later, previously, prior to that, formerly, presently, thereafter, then, at last, eventually, as long as, next.
5. To signal causes, effects etc: So (that), in order to, for the purpose of, then, if, suppose, supposing (that), as a result of, because (of), therefore, consequently, provided/providing (that), unless, even if, only if, otherwise, in that case, thus, in case, in the event that, as long as, due to, seeing that, in view of (this), owing to (this), for this reason.
6. To conclude: In conclusion, as has been said/mentioned/noted, as stated, as I have said, finally, to summarise, to sum up, in summary, in short, in other words, in simpler terms.

Review of Related Studies

The role of discourse markers in improving the quality of writing will be further discussed and elaborated through a close review of a few selected studies that shares the same concern which is to establish the importance of teaching discourse markers in the teaching of writing. The first and foremost is the study conducted by Feng(2010) on thirty-eight Chinese sophomore students who were majoring in tourism management and English. Her focus of inquiry was on the role of discourse markers in the students' English writing. The study brought to light the relationship between the use of discourse markers and the quality of the students' writing. Those students who seldom used discourse markers to avoid unpredicted mistakes exhibited an unnatural writing style while those students who were not sure of the correct way to use them exhibited mistakes or inappropriateness in their writing.

Secondly, Martinez(2004) investigated the use of discourse markers in the expository compositions of 78 Spanish undergraduates, first-year English students at the faculty of Chemistry, University of Oviedo. The findings reveal a statistically significant relationship between the scores of the compositions and the number of discourse markers used in the

same compositions. The study also throws substantial light on the frequency of use of DMs as an indicator of the quality of the compositions, and therefore of the students´ writing skill in English while also presenting the possibility that certain kind of discourse markers may have greater impact on the composition quality.

The third study was conducted in the Iranian context by Jalilifar (2008). This study investigated discourse markers in the descriptive compositions of 90 Iranian students selected from two universities out of which 30 were juniors and 30 seniors in the BA course in Islamic Azad University. There was a direct and positive relationship between the quality of the compositions and the number of well-functioned discourse markers. Results also revealed statistically significant differences between the use of discourse markers and composition quality in the groups. Graduate students used more discourse markers, and this led to more cohesive texts. The study provides another support and evidence to the contention that the distinction between effective and less effective L2 writers corresponds to the degree of flexibility that learners demonstrate when they select DMs, and when they utilize them appropriately.

The present study is an investigation into the use of discourse markers in the writings of First Year Degree students of Commerce in Baptist College Kohima in Nagaland. The following research questions were selected as the focus of inquiry;

1. Do students employ discourse markers in their writings?
2. To what extent are discourse markers used by students?

3. Is there any relationship between the frequency of discourse markers and their writing quality?

Methodology

For the purpose of the study six student writings were selected on a random basis for analysis. The students were Degree First Year students of Commerce Stream, Baptist College, Kohima, Nagaland. Their age group ranges from 19 to 21 years. They were required to write a movie review on "Hawa Hawai" as a take home assignment. No specific instruction was given nor was any word limit specified. The student writings would therefore be their usual way of writing along with their use of discourse markers as they were not informed about the study.

After gathering the writings of the students the first step that was followed was analyzing their writings for quality based on a carefully prepared evaluation criteria which was focused on three areas; content, language and organization. This was followed by identifying and examining the occurrence of discourse markers based on the classification provided by Halliday and Hasan(1976). The discourse markers were then quantified with the help of descriptive statistics. The presentation and interpretation of the data follows in the succeeding sections.

Research Question 1: Do students employ discourse markers in their writings?

To address this question the study identified the discourse markers that featured in the students' writings. The table below presents the different discourse markers that were found in the writings of the students.

Table 1: List of DMs used

Discourse Markers	Total Number of times used	Average use per subject
And	54	15.4
Also	3	2
So	4	1.6
But	12	3.4
Finally	3	1.5
Because	5	3.3
In this Process	1	1
due	5	2
Alongwith	2	1.3
or	1	1
if	1	1

The data presented above reveals that students do employ discourse markers in their writings. Further evidence of this is presented in the answer to the second research question.

Research Question 2: To what extent are discourse markers used by students?

To address this question the study calculated the total number of words in each student's writing along with their total usage of Discourse Markers to arrive at a percentage score for each student.

Table 2: Percentage Score of DM used by each student

Subjects	S1	S2	S3	S4	S5	S6
Total No. of DMs used	14	30	10	15	18	4
Total No. of Words	269	562	173	277	327	137
Percentage of DM used	5.2	5.3	5.8	5.4	5.5	2.9

As an elaboration of the first question, the data here reveals the rate between the number of discourse markers and total number of words in each student's writing. This therefore strengthens the finding that students' writing does abound with discourse markers. When it comes to teaching writing, teachers generally focus on grammar, spelling, style and structure and it is very rare that teachers focus on teaching discourse markers. One may therefore posit that learners use discourse markers according to their own intuition towards cohesion and coherence. This however does not mean that learners know the accurate and appropriate uses of all the Discourse markers that they employ. There are some learners who use some amount of discourse markers but are not sure about how to use them. An example can be seen in the writing of student 2;

One day Arjun and his mother were walking across the road, __so__ Arjun saw a tea stall beside the road. Arjun wanted to work there

The discourse marker **so** is inappropriate here.

Another phenomenon that was observed was that the over usage of discourse markers also makes the writing unnatural. An example of this can be seen in the following excerpt;

Arjun could not attend the competition __due__ to fever. Arjun got fever __because__ after skating practice he

would be tired __and__ fall asleep __because__ of this he was skipping his dinner

Based on the data and discussions presented above the answer to the second research question may be put in the following words; students uses a variety of discourse markers in their compositions regardless of whether they know the correct usage. This then implies that teachers should focus on discourse markers while teaching writing and help learners get acquainted with the different kinds and their functions. Learners already have a sense of discourse markers and the functions they have in a text. With further guidance they will be able to effectively use them towards achieving coherence in their own writings.

Research Question 3: Is there any relationship between the frequency of Discourse Markers and the quality of writing?

This question brings the study to its focal point, to probe into the possibility of discourse markers as an important means of improving the efficacy of writing. The tabular presentation of the findings in this regard is given below.

Table 3: Relationship between DM use and Writing quality

Subjects	S1	S2	S3	S4	S5	S6
Percentage of DM used	5.2	5.3	5.8	5.4	5.5	2.9
Score in writing	12	13	16	13	15	11

The data shows that there exists a clear relationship between the use of discourse markers and the efficiency in writing. Those subjects whose writing quality is on the higher side also exhibits a higher use of discourse markers while the contrary is seen in those whose writing quality is on the lower side. Student 3 scored the highest in the review writing

and the percentage of discourse markers used is also at the highest followed by student 5. What was observed in these two cases was that they used more sophisticated discourse markers than their other counterparts. Student 3 used *finally* and student 5 used *alternately*, *after a point* and *along with* which was absent or almost absent in the other

subjects' writings. Their choice of discourse markers obviously added to the effectiveness of their writing. This therefore suggests that discourse markers are a signpost or indicators of proficiency in writing.

Discussion

The study's findings have important pedagogical implications for the teaching and learning of English writing. The use of Discourse Markers, which has been found to be a discriminating factor in the quality of the student compositions merits special and long-term attention. Students should be encouraged to learn DMs as elements to improve the quality of their writing. It may also be stated that it is necessary that focused lessons be developed with regard to teaching discourse markers with proper explanation and adequate examples to make them know the meaning and correct use of discourse markers in English. More attention can be given to the types of Discourse Markers that students use less and on instances where the usage is inappropriate. All these could have positive results in making the learners better writers.

CONCLUSION

This study has been an attempt at presenting discourse markers as essential tools that enhance students' writing abilities and it has to some extent proved that appropriate usage of discourse markers can help students in producing coherent writings. The study no doubt has limitations in its generalizability as it was confined to a limited number of subjects and the instruments used were very narrow in scope. Nevertheless, it has contributed towards the understanding of the effect of Discourse markers on the quality of students' writings which is an issue of relevance in the assessment of writing skills. In Conclusion the study proposes that teaching of writing should not be limited to grammar, spellings and style but should also consider discourse markers as important elements.

REFERENCES

Feng, J. (2010). Discourse Markers in English Writing. *The Journal of International Social Research*, 3(11), 299-305.

Halliday, M. & Hasan, R. (1976). Cohesion in English. London: Longman.

Jalilifar, A. (2008). Discourse markers in composition writings: The case of Iranian learners of English as a foreign language. *English Language Teaching,* 1(2), 114-127.

Martinez, C. L. (2004). Discourse markers in the expository writing of Spanish university students. *IBERICA,* 8, 63-80.

Nunan, D. (1991) *Language Teaching Methodology*. London: Prince Hall.

TEACHING COMMUNICATION SKILLS IN ENGLISH TO RURAL STUDENTS AT HIGH SCHOOL LEVEL IN ANDHRA PRADESH- AN ANALYTICAL PERSPECTIVE

Capt. NAVEEN KUMAR .CH, NANDANAVANAM SRINIVASA RAO,
Lecturer in English, Hindu College, Guntur.

Most of the villages in Andhra Pradesh are lacking in education with good quality. It has been proved that a student belonging to rural area often fails to compete with the students belonging to urban area. The difference lies not only in areas but also in the system in which they are imparted education. As English is an international language, it is necessary to the students of both urban and rural areas to be trained well; so that they can prove themselves fit for the competitive world and meets the needs of the world. As Francis Bacon says, "Knowledge is power", English, today, is power. Those who are proficient in English language are powerful people today.

Unfortunately though Mahatma Gandhi and Dr. B.R. Ambedkar stressed the need for quality education in rural areas, the governments seem to have failed in doing so. A student of a rural area cannot speak English fluently as a student of urban area does. The difference lies in the medium in which he is taught, if every subject accept his mother tongue taught in English from the primary level, he will be able to develop vocabulary and communication skills to a large extent. There are so many factors that are responsible for the inefficiency of rural students in speaking English fluently. The following are a few dominant factors which are remain as hurdles in their learning of English.

Sociological Factors: According to B.T. Ranadive - The people suffering from caste system are also suffering from feudal system. This means that the backward communities are exploited both socially and economically. Most of the students studying in rural areas don't have a constructive sociological background. As they hail from the backward and downtrodden communities of Indian Social Ladder, they don't have a spirit of competition in them which is a resultant of their social background. These students of underdog society are forced to work in the fields of landlords as their families are dependent on them to make both ends meet. That is the reason why they very often abscond from the school work. Caste is also another important obstacle which prevents them from acquiring knowledge and dedicated themselves for the cause of education. Commenting on the Indian Caste System Karl Marx says, "All the forces that invaded India could not change the village social order". So, social system is a major drawback for the development of the Rural Students.

Economic Factors: As Karl Marx said "History is a struggle between Haves and Have-nots. The case of the rural students in India and in Andhra Pradesh still remains as Marx refers. Most of the parents who send their children to primary schools and secondary schools run by Government are not rich enough to afford quality education to them as rich people are doing in urban areas. As the parents of the rural students suffer from disguised-unemployment, they don't have yearlong work in the fields to earn. So following the saying "Make Hay while the sun shines" the parents try to take their children to work in the fields for more income. So the students fail to get quality education as they remain away from the school for a major period of time. This casts an evil shadow on the mind of the growing young students. As they don't have good education, they feel shy to express their ideas, views, and opinions fearlessly and fluently. Their

frequent absence from the school creates a problem in the continuity of learning a subject. According to Marx and Angels, "The total surface of the social life stands on the economic basement (Foundation)".

Physiological Problems: The well-known saying "A sound mind rests in a sound body" can be referred in the context to the case of the rural students of Andhra Pradesh. The lamentable situation prevailing in the rural villages of Andhra Pradesh is that the students are lacking in proper nutritious food to meet their physical demands. Their families lead "A hand to mouth life", they are not in a position to give their children proper nutritious food. As a result of that the students fail to compete with the rural- breds. They are unable to concentrate on their education properly. That is why, Mahatma Pule stressed the importance of imparting good education to the backward children and dedicated his life for this cause. His wife Savitribai Pule also sacrificed her time for the uplift of girl child through education. Most of these people don't have good physical strength and often fall ill which results in the poor quality of academics.

Psychological Problems: The poor background of the rural students both economically and academically make them introvertic. Because of this, the students appear inactive in their day-to-day learning. Their social and economic background makes them timid and with this inhibition most of them don't participate in academic interaction. They cherish a notion that good education is for rich people but not for the people like them, similar to the case of Baka the protagonist of Anand's 'Untouchable' who feels "The schools are meant for BABUS BUT NOT FOR BANGIS". In the unique social structure of India which is divided into different castes, most of the rural students studying in government schools are from backward communities such as SC, ST, and BC. The students of these castes right from their growing stage are subjected to learn the status of their caste and bear this social stigma in their minds. So, they feel that they are second-rate students who should always confine to the back benches or seats in the classroom and doesn't partake in academic interaction with the teachers or co-students. As a result, their academic performance remains at the lowest profile. So students coming from this government schools carry a psychological fear of English. They feel that they can never master English language even if they try for their life time.

Environmental Factors: The Colonies and living areas of the underdog are neither congenial nor encouraging for the student community. Because of poverty and continuous exploitation the people of the areas accustom to a sort of vulgarity and discourage students who wish to get educated. The prevailing atmosphere discourages the students and makes them to drop out of the schools and colleges and to go to different types of works in fields and construction activity. More over the people of these areas follow the "take it for granted" policy and feel that their children would never pursue higher education. So most of the parents because of their meager payments discourage the studies of their children and take them to work along with them. Some people follow others and stop their children from going to schools. Because of poverty and un-affordability the children have to give up their idea of pursuing higher education. Apart from this disputes in families between wife and husband, and among the members of families are common among the people of backward classes. This certainly discourages the studies of the children of these families. It is a common feature in these areas that few wayward people spoil the entire learning community.

Teacher - Student Relationship: Because of the socio-economical conditions of the downtrodden communities the students at school level or college level cannot regularly follow the curriculum or class work. As they spend almost one -third of their school time in working in the fields or at some other place. As a result they lose the continuity of the lessons and, fail to follow the remaining topics. Therefore the teacher student relationship also breaks which result in the students becoming introvertic in the class room. Because of poverty, illiteracy, and other factors most of the people of these areas addict to different vices. So these bad habits ruin the financial position of the family and effect the children education.

CONCLUSION

All the above factors influence the quality of education of the rural students. As a result they make name sake attempts in their education. So a sort of degradation in the quality of their academics can be seen. English language appears like an evil spirit because of their foregone conclusion. The teachers also do not try or make out a way for the removal of the fear from their minds.

M.K. Gandhi, referring to the trends in Pre-Independent India, said "I find daily proof of the increasing and continuing wrong being done to the millions by our false deindianizing education. The foreign medium has caused brain fag, put and undue strain upon nerves of our children ... the foreign language made our children practically foreigners in their own land". The words of Gandhi are suitable to the present situations. Even after 67 years of Independence, the Public policy for rural education failed to bring forth changes and development of the rural students according to the needs of the time. The Governments failed to design curriculum at school level, for the benefit of the rural students in accordance with the increasing importance of English language.

Education for mass development should aim at the improvisation of communication skill among rural students to increase their chances of employability. Every one today knows the growing importance of English not only as an international language but also as the language of technology Commerce, Medicine, Administration and what not. Almost all fields along with Software have spread their roots to different parts of the world. So knowledge of English has become most important factor for providing employability and earning bread. So the poor background of the rural students is preventing them from grabbing the opportunities they get in spite of the good knowledge of their subject.

These students at their beginning stage at their school level, which is a right place or stage, are not imparted good teaching in communication skills. After crossing school level, as grown - up they feel shy and are put to some sort of inhibition or inferiority complex which remains as a hurdle for improving English knowledge. Hence these young graduates from rural areas are failing in competing with their urban counterparts either in competitive exams or in interviews for selection of jobs in Private Sector or Public Sector.

So there is an instantaneous need for governments of States and Centers to find a way out to this major problem faced by the rural India. The increasing demand for English both as a language and as a medium driven by the instrumental motivation has compelled most governments at state level to introduce English as a language from class-I itself. The recent circular revision at the national level culminated in the framework for National Curriculum Framework - 2005 (NCF). This development in recognizing the importance of English has become a matter of political response to peoples' aspiration. So time to time efforts have to be made to improve the quality of education and communication skills in rural student community to make them full-fledged Indian and world citizens and to fulfill the spirit of constitution of India and the dreams of the statesmen who dreamt of Golden India. The very motifs of the constitution of India Equality, Liberty and Fraternity can be achieved only by rural development through quality education.

REFERENCES

[1].   Dr. B.R. Ambedakr "Education as a means of Emancipation" - Editorial from Mook Nayak (Maratha), dt. 09-10-1920 translated by Prof. C.D. Nayak.

[2].   Bacon Francist "Of Studies".

[3].   Vidyanathan A.Ed; Nair, P.R. Gopinadhan, Ed., "Elementary Education in Rural India".

[4].   M.K. Gandhi, "Role of Literacy in Mass Education", July issue of 'Harijan' 1937.

[5].   Rama Meghanadh, "English Language Education in Rural Schools of India" on 30/10/2009.

[6].   Karl Marx, "The British Rule in India".

[7].   B.T. Ranadive, "Caste, Class and Property Relations".

[8].   Mark Karl, "The Communist Manifesto".

[9].   Anand Mularaj, "Untouchable".

[10].   Tarakam Bozza, "Kulam and Vargam" - (Telugu version) - Hyderabad Book Trust, 2002.

STEPS TO IMPROVE COMMUNICATION SKILLS

Smt. J. RATNA VINOLA

English Department, VKR College, Buddhavaram

ABSTRACT

Today English is no more territorially and culturally bound. It is internationalized. It cannot be treated as a foreign language .It's prominence is attributed to its dynamic and borrowing nature. It is used both as a link language and an official language. It is simplified according to the needs of people. English infuses confidence and confers status and prestige on an individual. It promotes a sense of oneness and togetherness.

IT sector is playing a vital role all over the world. The opportunities for employment have increased considerably well in India. Success in business fields depends on one's mastery over language and the skills of communication. Excellence in business can be reached only by one who can wield English efficiently both at the speaking and at the written levels. So a student requires good communication skills in English besides academic excellence.

Schools, Colleges and Universities in India do teach the reading and writing of English. Testing a student is done only in written English .No force exists for testing the student in reading ,Speaking and listening elements. They are neither taught nor practiced compulsorily .A student who is good in written expression of English language is considered to be a brilliant student. But when it comes to the proficiency such a student finds himself struggling with English Language.

In addition to General English teachings ,to promote communicative skills ,various other activities like Lecturers ,Group discussions ,Imaginative Storytelling ,pair work ,picture descriptions , Debates ,Individualized projects, Dialogues, etc...must be given importance. Bridge courses or remedial teachings of English should be

play a vital role in communication.

The need of the hour is to restructure our syllabus and give equal weightage to Listening, Speaking ,Reading and Writing. A good teacher of language should play the role of a facilitator and a trainer . He/She must be able to motivate and inspire the students and instill in them a desire for self- improvement.

In the present political and economic conditions across the globe, English language has become the crucial means of communication for the promotion of employment and creation of wealth. Now, Indians are coming out with flying colors in every field of life and are making the world to believe in their incredible multifaceted genius. We are fast advancing towards a united and integrated corporate world of today.

This is one side. The other side show stark reality 70% of our people are living in rural areas. Those people are either illiterate or semi literate. They are satisfied with traditional way of living. Using their mother tongue as means of communication. The students of rural colleges are mostly from regional medium schools with their deficiency in English. Their knowledge of English is comparatively poor such students are unfortunately deprived of exposure to English language practice.

In the present system of teaching the teacher of English goes on interpreting a topic perfunctorily and monotonously in his own language. This method is Imparting teaching of English language in colleges and schools does not catch to the needs of students in as much as it fails to provide adequate exposure of language learning to them. The students have to learn the language silently and passively as a result of which they

become practically dormant and Speechless in spoken English. The rural colleges adversely suffer from these defects and short comings as they are deprived of many scopes and opportunities.

So every teacher should take steps to improve communicative skills of the students .First and foremost the bridge course or remedial teachings of English should be introduced in rural colleges on top priority with the objective of unremedying the deficiencies of students in English. Listening and reading will strengthen the abilities of speech. Only when we can understand what the other man speaks we come out with a proper response. Language is a sill like swimming and driving. The more we use the more sharp it becomes. Listening and speaking are the primary skills in the life of every individual.

The students should be advised to buy books on communication skills along with audio cassettes, cds, visuals, maps, charts, graphs for learning English language is a proper and phased manner. Language labs must be set up by the sort in schools and colleges with sound proof rooms and equipment for the noble task. The students must be motivated and encouraged to speak a sentences in English about his experiences, his place of living, his classroom, his friends, his favourite heroes etc. Another factor is that topics of general interest should be selected and notified to students a few days before so as to enable them to prepare and speak on the subject group discussions also help a student to improve communicative skills. The entire class must be divided into different groups and a topic must be given for discussion.

Grammar is required for proper communication. Grammar is life for any language. Grammar helps us to speak English orderly. In our colleges when we teach grammar the students do not show much interest. They are more afraid of grammar. The students feel shy of speaking English for they do not know grammar. So it is the responsibility of every teacher to explain the students that grammar is not a difficult task moreover it helps them to speak English correctly and fluently. Vocabulary is very essential for communication. One of the master keys to success is using the right words. Julius Caesar says choice of words is the foundation of eloquence. The most important way of improving vocabulary is using a dictionary.

Soft skills are important for better communication. Soft skills are essentially related to human beings, their intangible personality and then attitude. They prove one's ability as a team manager. Communication skills are a part of soft skills. They are listening, speaking, reading and writing. A person who has technical skills excels in his own field, but to manage the situation in different circumstances we need soft skills.With the advent of globalization a number of software companies, BPOs, Call Centres and other multi companies now operating in India. Spoken English centres mushrooming everywhere indicates the importance of speaking skills of English language to enter into IT Sector and Soft ware companies. Success in business field depends on one's mastery over language. The education which is the powerful tool in teaching lessons and learn to make a living can usher in new trends in teaching of English language.

Pronunciation: The teacher should give a general introduction to the need of pronunciation and speech practice. Along with pronunciation identifying the intonation patterns of spoken English and rhythm are also important. We can serve as good models for our students, if we pay attention to our own way of pronunciation because the students imitate the teacher.

Barricades to Communication:
Lack of knowledge
Lack of concentration
Lack of vocabulary
Fear to face the public
Lack of grammar

Some tips to enrich communication skills:
Every person should have quest for learning, practicing grammar.

Wide reading to improve vocabulary, watching news channels both Indian and Foreign.

Accent: Follow Received Pronunciation. group discussions, picture description, dialogues etc.

Suggestions: Besides the teachers working in rural areas must be directed to undergo training programmes in the art of teaching spoken English.

CONCLUSION

In the present scenario good knowledge of English makes one triumphant in the field of communication and life.

SUGGESTIONS FOR TEACHING ENGLISH GRAMMAR EFFECTIVELY AT UNDERGRADUATE LEVEL

PEDDINENI PARVATHI

Lecturer in English, Government Degree College for Women (Autonomous), Guntur.

ABSTRACT

Grammar may be defined as the rules of a language, governing the way in which words are put together to convey meaning in different contexts. Teaching Grammar plays a central role in every EFL/ESL teacher's classroom. Teaching Grammar is just a matter of explaining Grammar rules to students. However, teaching Grammar effectively a much more complicated matter. A new approach in Grammar teaching insists the teacher to **teach the language** but not **about the language.** It emphasizes the practice of language in meaningful situations or contexts. Situational and structural approaches are recommended in English Class rather than mere lecturing about the Grammar rules as most of the lecturers normally do.

Oral drilling, pattern practice, substitution exercises, many other language games are suggested in order to present a wide spectrum of vocabulary and syntax. Grammar should be taught in different contexts in relation to language learning skills i.e., listening, speaking, reading and writing. The teacher can select the language games or Grammar practice activities which interest the learners in order to teach grammar. The teacher should also keep in mind about the communicative uses of a Grammar structure before teaching it. There are a wide variety of language games or activities which can be used in a Grammar class successfully and make the learners enjoy the Grammar learning as a fun

The lexical approach to grammar teaching demands **PPP Present-Practice-Produce technique** in which much more attention is given to lexis and lexical chunks. This system creates grammar fear and grammar dependency. Focusing on structures in isolation distorts the reality of usage. It also means students do not get **to see how conversations develop.** The separation of Grammar and vocabulary makes life harder for students and asks much more of them.

Behaviorist theory of language learning is the habit formation theory of language teaching and learning, reminding us the learning of structural grammar. Language learning concerns us by problem solving but information and performance of habits.

So how can we move the things forward?

Among the theories of language learning, **Long's Interaction Hypothesis** proposes that language acquisition is strongly facilitated by the use of the target language in interaction. The interaction Hypothesis also claims that comprehensible input is important for language learning. In addition, it claims that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for meaning.

Grammar should be taught in different clear contexts in relation to language learning skills i.e., listening, speaking, reading and writing. The teacher can select the language games or Grammar practice activities which interest the learners in order to

teach grammar. The teacher should also keep in mind about the communicative uses of a Grammar structure before teaching it. There are a wide variety of language games or activities which can be used in a Grammar class successfully and make the learners enjoy the Grammar learning as a fun. Oral drilling, pattern practice, substitution exercises, many other language games are suggested in order to present a wide spectrum of vocabulary and syntax for making the language learning a reality. So

- Teach Grammar in real life situations.
- Don't over stretch structures.
- Keep things true to what you say and hear.
- Focus on institutionalized sentences.

Situational Presentation of a structure

When presenting a new structural item (or structure) we should be primarily trying to achieve two things:

1. To enable the students to recognize the new structure well enough to be able to produce it themselves (establish the *form*).
2. To make absolutely clear the usage of the patterns, so that when the students produce them, prompted by the teacher, they know what they are saying (establish the meaning).

The next stage, of course, which usually proceeds straight after the presentation, is for the students to produce the patterns themselves (drilling). But here we are concerned with this first stage of presenting the structure, in the form of an example or examples (models)nto the students.

To achieve (1) above, the teacher must supply clear models of the structure. Not all teachers agree about the amount of exposure to the new patterns which should be given at this stage. Some believe that plenty of examples should be given or same example repeated many times, often with the new forms spoken louder or with more emphasis. Others prefer to give less exposure to the patterns and force the students to work hard to pick them out. Another popular technique is for the teacher to slip the new forms into an earlier practice activity without focusing the students' attention on them to reproduce the patterns. Probably all these techniques work well in different circumstances and it is a good idea to experiment with all of them rather than choosing one and sticking to it. In economical way of achieving (2) is for the

teacher to present the models in a readily understandable situation, one which makes the meaning of the pattern clear.

Planning and preparation

A teacher should develop a more critical awareness of the language items that he has to teach. The material to teach should be exploited in a systematic way and supplementary material should be selected in the form of exercises and drills. There are five sections in this process.

1. **The structural Content**: Here we shall look at the factors involved in the learning of a new tense or structure. We should examine carefully the various procedures that traditionally exist for the presentation and practice of the **form** of the new structure, its basic grammatical meaning and its **use.**
2. **The lexical content**: Selection of vocabulary items should be done and the selected vocabulary can be integrated into the main body of the structure lesson.
3. **Situational content**: Here we shall look at what we mean by a situation-the elements that go to make up a situation and how we select appropriate situations for different types of learners.
4. **Integrating material**: Here we look at examples in which there are strong, sometimes unbreakable links between structure and vocabulary, between structures themselves and this can be exploited for creating built in revision.
5. **Round off a lesson**: The teacher can conclude the lesson by asking key questions to check whether the learners have in fact acquired the items that were being taught. .

The Communicative approach to teaching Grammar

There are three stages in teaching Grammar.

1. Presentation Stage: At this stage, the teacher firmly controls the students' talking. There is no possibility of error, because the student is not invited to speak.
2. Controlled practice stage: At this stage, the teacher controls the cslass and the possibility of errors has been reduced to a minimum. But when the errors occur, the teacher corrects them until the class produces the forms correctly, meaningfully and consistently. At this stage, STT is equal to or greater than TTT and the teacher will only intervene if serious problems arise.

3. Free practice stage: At this stage, the teacher relaxes control and mistakes may occur. Students will correct each other or themselves when challenged. Stt will be much greater than TTT and the teacher will only intervene if problems arise.

The teacher's attitude to error plays a crucial roll here. Even most intelligent, conscientious and motivated students make error, even when learning under the best possible conditions. It is much more fruitful to analyze the cause of these errors and apply the knowledge gained to the teaching process. In this context we should accept the following concepts.

Fluency is more important than Accuracy.

Use is more important than Usage.

Meaning is more important than Form.

Utterance is more important than Sentence.

Discourse is more important than Text.

Generally, the following steps are suggested when teaching grammar skills:

- Begin with an exercise or an activity, that introduces the grammar concept.
- Ask students questions that will help them identify the grammar concept to be discussed.
- Follow with another exercise that more specifically focuses on the grammar concept, but takes an inductive approach. This could be a reading exercise with questions and responses in the structure that is being taught.
- Check responses, ask students to explain the grammar concept that has been introduced.
- At this point introduce teaching explanations as a way of clearing up misunderstandings.
- Provide an exercise which focuses on the correct construction of the grammar point. This could be an exercise such as a fill the gap, cloze or tense conjugation activity.
- Ask students to once again explain the concept.
- As you can see, the teacher is facilitating students to do their own learning rather than using the 'top down' approach of dictating rules to the class.

Types of Language Games

- Listening to a conversation and reporting it. Here students are made to learn Reported speech or Direct and indirect speech. This type of game is also used for teaching tenses and voice. When the students are made to report the conversation, the teacher can check the pronunciation, and grammar mistakes made by the students.
- Listening to an advertisement and telling about it to the class or to the group or to the next student. Here also there is scope for checking the tense, voice and syntax.
- Picture description is also an important practice in order to check the grammar of the sentences used by the students.
- Reading an article from any news paper or magazine and telling the summary of it to the class or to his group.
- Looking at the hints and developing a story.
- Expansion of proverbs or maxims.
- Songs and verse can provide enjoyment and serve as a rich way of providing new sources for grammar in use. New vocabulary, idiomatic expressions and pronunciation can be practiced here in a novel way.
- Role play: This is really interesting, motivating and encouraging. Free role play activities make the students active and attentive. These role plays can be done in pairs or in groups or some times it can be dramatized by a few students before the entire class. The choice is the teacher's and also it depends upon the availability of time. If the number of the students is more in the class, dramatization is safe.

    Some examples of roles:

i)   One group of students imagines that they are farmers and other group of students asks them about their daily routine.

ii) The students imagine that they are friends planning a holiday tour together. They try to decide where to go and what to do there.

iii) One student acts as if he lost his bag and report it to the police. The other student acts as a police and asks for details.

iv) Many types of characters can be introduced in the class like a doctor and a patient, a teacher and a student, an old man and a helping boy, a shop keeper and a customer etc.

- Interpreting pictures, graphs and graphic organizers.

- Narrating any incident on that day.
- Describing an object.

All the above exercises are helpful for developing speaking skills of the students. Here our aim is basically making the students speak grammatically correct English with correct pronunciation. By these grammar games we can create a new atmosphere in the class in which students are encouraged to use the language freely without inhibitions and fluently. Here fluency is given more importance than accuracy. But still the mistakes made by the students should be corrected now and then.

Teacher should think about the function or use of the language For example simple present tense can be used for telling stories, running commentaries, generalizations, professions and daily routine.

Here is an **example** of a language game which is intended to teach some Adverbs to the students. The following Handout will be given to the students and are asked to construct one question in order to get the answer given in the handout. Each student is asked to readout the answers written by him.

Handout _____

_____

Adverbs often function as **intensifiers**, conveying a greater or lesser emphasis to something. Intensifiers are said to have three different functions: they can emphasize or amplify. Here are some examples:

- Emphasizers:
  o   I <u>really</u> don't believe him.
  o   He <u>literally</u> wrecked his mother's car.
  o   She <u>simply</u> ignored me.
  o   They're going to be late, <u>for sure</u>.
- Amplifiers:
  o   The teacher <u>completely</u> rejected her proposal.
  o   I <u>absolutely</u> refuse to attend any more faculty meetings.
  o   They <u>heartily</u> endorsed the new restaurant.
  o   I wanted to go with them <u>frequently.</u>
  o   We know this city <u>well</u>.

     Adverbs (as well as adjectives) in their various degrees can be accompanied by premodifiers:

- She runs <u>very</u> fast.
- We're going to run out of material <u>all the</u> faster

        _____
        _____
        ____

The expected questions can be like the following.

- Why don't you believe him?   Why was the car wrecked?
- Who ignored me?   Why are they going to be late?
- Why did the teacher completely reject her proposal?
- Why do you refuse to attend any more faculty meeting?

Some more processes or activities which can be used to teach Grammar are as follows.

Cloze Exercises   Gap exercises   Missing Links   Think fast Eliciting Mind-Mapping True-False   Definitions   Flashcard games   Jigsaw   Pictures Say it brief   Creating characters Information Gaps   Grids/Charting   Riddles Compare and contrast Case studies Pitographs   Definitions   Sentence completion

Evaluation Process: We can select some **tests** from the internet in order to test the grammatical knowledge of the students and requires perceptive and productive skills and an underlying knowledge of lexical grammatical systems since both content words and structural words have to be provided. The student does not rely just on linguistic clues: He relies also on semantic clues and on what he believes to be appropriate in a particular context. Here are some example for tests.

1. Use your own ideas to complete these sentences.

i)   I'm going to the concert if _____

ii)   If you don't hurry, _____

iii)   If you go to bed early tonight,_____

iv)   We can go to the beach tomorrow if_____

v)   He will definitely help them if_____

2. A and B don't agree. Complete B's sentences using the words in the brackets.

A	B
You look tired.	Do I? I_____(feel)
This is a new coat.	Is it? It_____ (look)
These bags are heavy.	Are they? They _____(look)

This book is interesting.	Is it? It_____(bore)

The more learning resources you have, the easier it will be for you to employ different strategies when teaching your students Grammar. The blackboard learning environment for teaching is changing to the web-based environment for supporting student centered learning, increasing student motivation, individualization and co-operation in creating the study materials. Taking a look at our different past and present courses, we will view different ways of motivating students by engaging them in building the learning materials charts, pictures, flash cards, dictionaries etc. But now we have to analyze how the **Information and Communication Technologies** and solutions can be used as a support for different classroom activities, group work and pair work assignments. Different web sites are available in the internet with materials for teaching Grammar along with exercises. Using these sites will be very effective in teaching English Grammar to the students.

Bibliography

A.S. Hornby,(1969) *The Teaching of Structural Words and Sentence Patterns,* The English Language Book Society and Oxford University Press, Ely House, London W.1, 1969.

Peter Hubbard, Hywel Jones, Barbara Thornton, Rod Wheeler, (1983), *A Training Course for TEFL,* The English Language Book Society and Oxford University Press, Walton Street, Oxford OX2 6DP, ISBN 0 19 442126 0.

Raymond Murphy, (2005), *Essential English Grammar,* Cambridge University Press, Cambridge CB2 2 RU, UK, ISBN 81-7596-029-9.

atfile:///C:/Documents%20and%20Settings/Administrator/My%20Documents/Downloads/Teaching+Grammar+Effectively

athttp://www.nwp.org/cs/public/download/nwp_file/845/teaching_grammer.pdf?x-r=pcfile_d

A POWERFUL MEDIUM TO MEET INDUSTRY NEEDS

M.ANURADHA[1], I.DATTA SRAVANI[2]

[1]Associate Professor, Training and Placement Cell, NRI Institute of Technology, Agiripalli, Vijayawada, A.P

[2]Assistant Professor, Training and Placement Cell, NRI Institute of Technology, Agiripalli, Vijayawada, A.P

ABSTRACT

This article tries to unveil a new technique of teaching i.e., by using ICE BREAKERS, ROLE PLAYS, SIMULATIONS, STITUATIONAL DIALOGUE, SKITS etc., as effective means of instruction to enhance the interests and involvement of the student community. Besides confidently expressing their views in GD'S, INTERVIEWS, these are a few promising media which assure the all-round development of the student within a very short time. Through this article, a deliberate attempt to steer the enthusiasm of the audience in comprehending the successful possibility of the use of these highly recommended media in classroom teaching. These enhance the quality of the 'addressers' as well as the effective learning of the 'recipient'. These also help the students in retaining the content in an easier way. It can be assured that these methods involve considerably more number of students who can in turn be engaged in a high quality and purposeful process of learning.

Certain points like:

- How the reticence (inhibitions) among a certain level of students can be checked,
- How the fundamental skills like – Learning, Reading, Speaking and Writing – are promoted among the students,
- How cooperation, coordination, planning, implementing and expression help to encourage response among the students,
- How to improve confidence levels of a particular section of students
- How communication skills, social skills and soft skills of the students can be improved…are discussed in detail in this article.

It is interesting to note that different lively techniques adopted by the teachers in the classroom are discussed at length in this article. It enables the audience to identify the innovative activities discussed at various levels. Finally it confirms confidently that the article is exceedingly informative in bringing out so many interesting issues and putting them for discussion.

"All the world's a stage Men & women were players…" -**William Shakespeare**

To begin this article with the above quotation is a sincere attempt to draw the attention of a valid educational community and establish the fact that **ICE BREAKERS, ROLE PLAYS, SIMULATIONS, STITUATIONAL DIALOGUE, SKITS etc.,** are highly effective in presenting themselves suitably at work place and at academic arena. Generally, teaching language in the classroom is illusive and deceptive. Dealing English in the classrooms is extremely challenging, as it is a foreign language for most of the users in the world. Globalization, liberalization and privatization have driven higher education to undergo enormous modification with respect to objectives, content and methods. It is high time to gear the teaching methods to the needs of the students. New trends in pedagogy (student-centered learning), practical solutions to certain subsurface problems are immediately needed. Methods of higher education have to be appropriate to meet the needs of industry, to learn, learning to do, learning to be and learning to become and also unlearn. Student-centered education and

employment of innovative methods of training require new attitudes and new skills. Methods of teaching through lectures will have to be subordinated to the methods that lay stress on inter-active sessions employing situational dialogue, role plays, skits, workshops and seminars. Thus, this article is designed to provide a platform for the teachers seeking new ways to reach their students effectively. This article provides basic understanding of the techniques of achieving the purpose effectively in classroom and its effect on the development of the student.

CONVENTIONAL METHOD:

The conventional methods of teaching proved to be only partially successful. There has been considerable untapped potential still ignored. Hence, to gear-up the quality of teaching English in classrooms to the desired extent, skits, role plays, situational dialogue can be used as an effective medium. Classroom activities are not learning about them but learning through them. In the conventional method the "sender" puts forth efforts and struggles hard to impart the necessary information successfully. But the relaxed "receiver", who is passive all the time mechanically, takes in the information according to his mood, capacity and understanding. It is completely a **"one-man effort"** trying to establish his feelings, without proper clarity of the potential of the receiving end. . All the doubts and questions of the learners are silenced in the name of discipline. An attempt to open the mouth is checked by a frown. This kind of **one-way communication** is always partially successful. Despite many efforts, the teaching community at the higher education level seems to emphasize from Objectivism to Constructivism and co-operative learning. In China, the traditional method of teaching is criticized and teachers are termed as **"stuffing ducks"** who stuff students mind with knowledge. It provided an opportunity for few challenging and versatile teachers, who attempted to find out an alternative mode of teaching English like

Ice breakers:

- In a minute write all the pronouns.

Make a list and mention how many you get.

- Write all your positive attributes in one minute.

Thus the students will think about grammar for some time with a completely different attitude. Ask them to suggest such words or phrases to pick out nouns, adjectives, etc

Skit:

Half ended story is given to a team of six to eight, and an assignment of ending the story and enacting it in 10 to 15 minutes.

In a half an hour time the team can plan and draw a plan to script the story

Simulation:

Given a great personality, students are asked to play the character or imitate that person and audience also ask queries after they imitate in a particular situation.

- This will be definitely result in amazing response from the students as they really feel the spirit.

"You have to live in order to act and what you put into your performance is what you have learned from life."-------Anonymous.

Performance oriented technique incorporating physical movement, vocal action and mental concentration, which traditional classrooms have lacked in. **"These activities can aid in bringing about academic changes that could result in a development or every student."** The main reason for the success of activities in the classroom is that learning English doesn't just involve gaining knowledge or learning rules. They steer learning English and developing skills which get polished, furnished and maintained only by constant practice. Just as a coach can't make someone a good runner just by giving instructions, an English teacher can't make students good speakers, readers or writers simply by explaining English to them. He should make them practice effectively even in his absence.

MERITS:

- A skit or even a half ended story exposes the learner to different situations, characters and types of language use.
- It can overcome the students' resistance to learning new language.
- It sets realistic targets for the students to aim for when they learn through experiencing.
- It enables to link the language-learning experience with the students' own experience of life.
- It mainly creates for the students a need to learn language by creating situational tension.
- It rests more responsibility on the learner to

empathize the roles and situations.

- A skit provides cultural and language enrichment by revealing insights into the target culture and presenting language contexts in realistic social contexts.
- Learners become personally and fully involved in the learning process expressing themselves through multiple voices of the differencing characters.

Ideas are not generated always on their own. Exchange of communication and sharing of perspectives enables more ideas to flow out spontaneously. Synchronization of students with the well defining movements that lead to sudden sparks of creativity, innovation and brilliance that prove the saying **"Necessity is the mother of invention."** The participant is emotionally involved and mentally committed in the given task, which results in an excellent out come. Ideas are almost always born of the dynamic blending of thoughts and attentive listening. When the participant is completely involved in the task given, indirectly, his listening skills are polished and improved.

ATTITUDE:

Needless to say, that these activities surely reinforce culture of speaking, listening and relationship building. To understand this completely, a conventional English teacher should step out of the ivory tower and work with inquisitiveness to create a fertile environment necessary for the birth of new ideas. Learning across the curriculum is possible only when the teachers as well as the learners develop right attitude towards the unconventional. Such a brilliant attitude stimulates intellectual curiosity and an overwhelming desire for knowledge among the students who delve deeper into the issues to understand alien concepts. They get ready to stay open and responsive to diverse perspectives to make their ideas stronger and powerful. The seemingly uninteresting areas in Grammar can also be taught effectively by using this technique.

1.The ghost round:

In Tenses (only three chances) for every tense
Don't make grammatical mistakes
Don't take long gaps to give examples
Don't frame ridiculous sentences
The teams are asked to give example of sentences without repeating the verb

2. Silent Sentence:

- Write a long and complicated sentence on the board
- Divide the class into three teams.
- Then tell the class that they are going to reduce the given sentence to one word.
- In any one attempt they may take three chances or three consecutive words.
- They should not add words and change any endings or re-arrange words.
- It is vital in this exercise that the mentors make no judgment about the rightness of a deletion.
- Obey the deleting student however wrong they may be.
- Each team should remove one word at a time trying to maintain the meaning or making it a meaningful sentence.
- When the other teams raise any objection, the team participating in the deletion should answer it.
- If they fail to answer, they lose five marks and the team with objection will get five marks.
- Thus it encourages the students' involvement and generates team spirit among them.

In the above exercise students will do a lot of work on the verb forms, tenses, etc. Much of the grammar work provoked by this technique is unpredictable. This keeps both teacher and students on their toes and makes this one of the most beautiful exercises I know.

Right attitude always acts as a catalyst for innovative ideas. It commits everyone with conviction and fortitude. Such an attitude adds to the teachers' repertoire of pedagogic strategies giving them a wider option of innovating learner – centered activities suitable for classroom teaching, thereby augmenting their efficiency in teaching English. Implementing this technique can cater to the socio-affective requirements of the learners. It enables the learners to interact with pragmatic intent, which is most difficult to learn through a systematic and methodical explanation. According to a Chinese proverb, "**Teachers open the door, but you must enter by yourself**" it is the student community who automatically starts enjoying the tasks and explores plenty of new areas by a simple ignition given by the mentor. The participants get an opportunity to use the language in operation that is completely absent in the predefined context. This platform compels them to use the right word at the right place triggering their spontaneity and

showcasing their flair for the unconventional. The monotony of the traditional English classroom teaching and the prejudices on an English teacher can be driven away by developing proper attitude among the student community

Pyramid discussion:

- The whole class is to be divided into two teams.
- Each team is to be given handouts containing two lists of items to be taken to an educational tour.
- The handouts contain two lists – mandatory and optional lists. Mandatory list common for all the participants. From the optional list they have to choose any ten items.
- The activity starts with one student choosing his options. Then the individuals

are paired to compare their respective lists and come out with a common list. In this way the pairs are multiplied to the level where the two teams confront with emotional involvement and come to a final common list after a fierce verbal combat

> ❖ As the activity starts with many lists and reaches to a common list, the title is justified.

1. **Magic Shopping:**

- The whole class is to be divided into five groups.
- Each team is to be given an envelope containing some slips on which a single word is written. They are idioms broken into pieces.
- The students should move from person to person to complete the idioms.
- Each team should form five such idioms.
- The team that forms the idioms first will be the winning team.

Such activities like the above mentioned, automatically involve all the students gradually and make them learn certain skills like – convincing others, agreeing with others, decision making, logical and practical thinking, and so on.

The second activity involves the students in learning some idioms, which is otherwise impossible.

So the tedious, long, uninteresting syllabi can be transformed into an eagerly awaiting, personally fulfilling and readily acceptable ones enabling the students to meet the situations with right spirit.

CLASS ROOM ORGANIZATION:

A well-planned and systematically organized classroom setting is the need of the hour. In the context of drama, the classroom rules vary for various combinations of students. The mentors should be wise enough to act in ways that are appropriate for what they need to do. Each classroom will be unique and requires a different technique to manage. In this connection, it is a welcome sign for the mentors to honor the student suggestions. Always the goal should be **"to educate, not to play games."** Both the mentors and the students should be careful in implementing the same and aim at learning the topics with pragmatic bent of mind(edutainment).

While conducting role-plays, particularly when students of advanced level are involved, there is every possibility for the content to go out of hand; and occasionally, the behaviors may go beyond control. To check this, a code of conduct is to be fixed by the mentor in which the hyperactive participants are made responsible in charges

A wise combination of students of variant abilities and temperaments is yet another challenge for a mentor. Thus, the hyperactive and dominant group can be divided by placing them in a group each-, which, in turn commits them to work with dedication for their respective teams. The performance of the best participants in the teams would send influential messages to other participants who are slow in breaking the shell. How they walk the talk and set the tone for the whole team invariably commits a few weak performers into the task assigned. Finally, the whole team learns to uphold their respective values and ideas, retaining the standards of excellence by being proactive and credible without becoming complacent. It ultimately encourages assertiveness and open- mindedness about the decisions made and sharing information. Now and then the mentors can interrupt the participants by making provocative comments to kindle their intellectual curiosity. This makes the teams strive for further improvisation and work on a few setbacks.

1. **Situation reaction test:**

- The class is to be divided into six or seven teams.
- Each team is to given a situation {e.g.:(1) you happen to step on a banana peel and fall down in front of Kalanjali, out of which a group of girls are coming.

(2) You notice your younger brother watching blue films on your laptop.}

The teams are given time for 20 minutes for scripting and preparing for performance.

❖ Finally they are asked to perform.

❖ As per the students voting, the best team is to be decided.

This type of activities improve students' performance in various areas like planning, scripting, enacting along with appraising their skills. Even weak performers are compelled to participate. They get an opportunity to come out and to show gradual improvement in the later stages.

OUT COME:

- **"Action speaks louder than words"** is undoubtedly true in this context These activities are unique tools, vital for language development, stimulates reality and propels self-expression

- Students empathize with the respective roles, experience the language in operation and get motivation to use the language that is embedded in the context.

- It encourages many levels, styles and uses of language. The crucial nature of communication in the society would be placed at the center of the educational system.

- Researchers and theorists attribute many benefits to dramaisiing in the classroom as a unique technique, which improves the creativity, originality, fluency, emotional stability and adaptability besides co-operation and the morale of the participants.

- Students understand the need of self appraisal which leads to improvement in the performances

- While our speech conveys our intensions, our voice conveys information about us. Right quality voice creates desired impact. Students learn to use their voice to their advantage.

- Each word of the speech should be comprehensible, deliberately articulated, resonant and effective with required pauses.

- As voice skills are an essential component of communication skills, quality voice ensures success frequently.

- It is proved practically that students trained under this technique excel in those pre-defined conventional training given during the preparation for placements.

- They experience higher order of thinking, develop more topic-specific emotions and listen attentively to others.

- The mentors and the students collaboratively

construct their imaginary world. The gradual construction and exploration of this world results in a better and more personal understanding of the central issues being studied.

- Students work in interpretative groups to enact the ways of life. It would be easy for them to mingle with any type of people easily even in professional environment.

- They organize, synthesize and articulate their ideas providing an excellent opportunity for reflection and evaluation at the conclusion.

Word Guess:

This activity makes the students read newspapers and other useful journals, which is of high importance for their professional growth. The following are the details of the activity:

- The class is to be divided into six or seven teams

- Each team is given a handout that contains an interesting article from a popular newspaper. But the first and last words of each line in the article will be missing.

- Now the teams should discuss and supply the missing words that suit the context and the situation.

- This activity requires command over vocabulary; particularly related to journalism.

Such activities involve the students into the activities and make them think deep about the concepts. This drives them to the required attitude automatically.

LINK WITH THE INDUSTRY:

These activities aid a learner to be industry ready as their preparation is right from attempting the on line exams or written examinations conducted either in public sector or private sector or in a multinational company. As all these activities motivate the student to speak, they develop ease to speak fluently at a gradual pace. They also feel confident to face interviews and present themselves effectively even in front of a panel of experts. They confidently take part in discussions and debates.

Even a slow learner gains confidence in the course of time becomes competent as they learn equally from their peer group.

CONCLUSION

Though development of the students' performance in totality is through these activities, a gradual and culminated process the felicitator grows specific and definite about after observations and outcome that help the student to discover what

they need and know. A properly planned schedule for this kind of curriculum and consistent practice enables felicitator in English to discover the significance of techniques as a vital part of their teaching repertoire. In the world of dynamism, the literary and communicative competence of the students will be surely improvised to the maximum levels. Students' awareness of social skills, soft skills and cultural exchanges along with effective communication skills open a new world of opportunities to them. This is hence the powerful medium to meet the industry expectation. The relative merits of employing these powerful media in teaching English. I hence opine that this is the best way of making the student ready for the industry.

REFERENCES

Web Links

WY Sam - The **English** Teacher, 1990 - melta.org.my

iteslj.org/Techniques/Chauhan-**Drama**.html - 14k

khoaanh.hcmup.edu.vn/index.php?name=News&file
=article&sid=374 - 30k –

forum.famouswhy.com/index.php?showtopic=1150
78k

www.yhjy.cn/jyyweb/HTMLNEWS/65%5C5
91%5C2008113111927.htm - 19k –

AN EFFECTIVE USE OF ICT IN TEACHING AND LEARNING

SHINY K.P

Lecturer in the P.G. Department of English, JMJ College for Women, Tenali, A.P

ABSTRACT

The paper focuses on the effective use of ICT in teaching and learning process to enhance the learning skills and the performance of the students. The use of ICT in the class room lends itself to more student-centred learning settings, creating a learner friendly environment. The new technologies like class room Blog, Power Point, Internet, interactive boards, Mobile phones, Word documents, Podcasting, movie making and many other innovative methods and techniques like movie clippings, dramatics, advertisements, sports commentaries, word games, English songs, and so on make the classroom more interactive and enjoyable. The integration of information and communication technologies can certainly help revitalize teachers and students. The ICT enables to develop the quality of education and make the class room very interesting and enriching.

Keywords: ICT, Effective Use, Teaching, Learning, student –centered, enhance-performance

INTRODUCTION

Information and communication technologies (ICT) have become commonplace entities in all aspects of life.Due to incredible progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The teacher of 21st century should shed traditional perceptions and techniques of classroom teaching and should implement the recent and novel teaching techniques. English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the subject and adopt new techniques to change socio, economic status of the country. According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education. Hence a teacher has to advance and update knowledge of modern techniques to meet the demands of changing world as ICT has the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

ICT – enhance the teaching and Learning Process

In a rapidly changing world, basic education is essential for an individual be able to access and apply information. Contemporary ICTs are able to provide strong support for the learners as ICTs by their very nature are tools that encourage and support independent learning. According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology. However, research studies show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments, although they value this potential quite significantly (Smeets, 2005). The integration of ICT in classroom teaching has brought education into one step higher from the traditional technique. Students using ICTs for learning purposes

become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools (Reeves &Jonassen, 1996), the influence of the technology on supporting how students learn will continue to increase. In the past, the conventional process of teaching has revolved around teachers planning and leading students through a series of instructional sequences to achieve a desired learning outcome. Contemporary learning theory is based on the notion that learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission (Duffy & Cunningham, 1996). In what is a contender for a methodology that is central to the world of technology and language learning is that of blended learning (Motteram and Sharma, 2009). With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. In developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide.

Types of Technology- presently used in the Classroom

- Classroom Blog
- Internet
- PowerPoint
- Word Documents
- Video **Conferencing**
- Podcasting
- Mobile Phones
- Movie Making
- SMART board/Interactive Whiteboard

Blog

Blogging has become increasingly popular, especially in the realm of education as they are agreat way to share information and generate discussion. Instead of text books and traditional methods, many educators prefer using these new techniques to help teach students and gain experience with various forms of social media.

Possible ways to use blogs

- Posting homework
- follow up discussion on a book or lesson
- Building on new vocabulary

- sharing ideas
- asking classmates questions or for help on a lesson/homework
- classroom announcements

The following are some of the free blog sites that the students can use for learning:

- www.blogger.com
- www.wordpress.com
- www.21classes.com

Blogs in ICT classroom allows the teacher to assess students in a different ways as it provide opportunity for the students who hesitate to speak in class and encourage them to write without any fear of making mistakes.

Internet

The Internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and strengthening of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. Learning resources, such as songs and poems, can be downloaded from the internet and practised as a whole class via an interactive whiteboard.

Video Conferencing

Videoconferencing describes a system whereby "two or more participants, based in different physical locations, can see and hear each other in real time using special equipment" (NCTE, 2003). It connects with experts and it is a resource of learning. The previous studies particularly focus on the capability of videoconferencing for synchronous voice communication and the educational benefits in promoting oral language skills. Hampel (2003) views videoconferencing as a paramount tool for language learning which addresses the need for interaction and the negotiation of meaning in a real communicative situation. Unlike asynchronous CMC, videoconferencing shares many characteristics of the face-to-face communication, such as time constraints, paralinguistic cues (gestures, facial expressions, tones, and intonations), turn-taking rules, immediate responses, clarification, and recast. Hence, videoconferencing can promote student

communicative skills in a real sense (Hampel& Hauck, 2004). Thus Video conferencing is a promising learning tool for the learners to develop their oral skills.

Power Point

Power point presentation meets the needs of visual learners and the learners can understand and learn the application easily specially learning new terms and vocabularies. It is the easiest teaching and learning tool to get the attention of all the students in the classroom.

Word Documents

The learners can use their own computer and type their class work instead of writing and document the important points of a lecture as the students listens. It enables the students to be engaged and focus on learning.

Mobile Phones

The use of mobile phones as a learning tool has a wide variety of applications. Internet can be connected to a mobile phone. Students can surf the net for getting notes, pictures, Power Point presentations, extra reading materials etc.. Mobile dictionary is a mobile application allows having English and two additional languages on the device at the same time. While reading, students may come across many new words. By using the mobile dictionary they can find out the meaning of the words. Beautiful pictures, natural sceneries and scenes that captivate the mind when the students are taken to the field trip or educational tour can be captured by using camera. The teacher can ask the students to make a photo documentary using the camera function on their mobile phones. The teacher can assign a theme for the documentary to the students. Teacher can record or download audio clippings from internet or movies and play it inside the classroom. The effective and judicious use of the mobile phone in the language classroom can make the classroom lively.

Podcasting

A podcast is essentially the modern version of tape recording. Podcasting allows the learners to record information and turn it into an MP3 file. These MP3 files can be listened to right on the computer or uploaded to an iPod or class blog/website.

The following are some of the advantages of Podcasting;

- Very user-friendly; students can record their own podcasts with a few quick clicks of the

buttons allowing the majority of this activity to be student-centered.

- Addresses the needs of auditory and kinesthetic learners
- Synthesizes information
- Assesses student knowledge orally
- Allows students to teach one another
- Great for heterogeneous groups
- Can be used to record accountable talk
- Provides opportunities for ELL students or students with Speech and Language Impairments to practice speaking
- Book discussions

Movie Making

The learners can make movies using software such as Windows Movie Maker or iMovie to create digital movie projects and/or slideshows. It can be as simple as putting in pictures with captions in a slide show, or as difficult as full movies using video cameras, editing, etc. The advantages of making movies are;

- It addresses the needs of visual, kinesthetic, and auditory learners;
- Synthesizes information;
- Allows students to share with, present to, and teach one another;
- Can be used to challenge higher level students.

Interactive Boards or Smart Boards

An Interactive White Board is a touch-sensitive screen that works in conjunction with a computer and a projector. Interactive whiteboards are good replacements for traditional whiteboards or flipcharts as they provide ways to show students everything which can be presented on a computer's desktop. It is an effective way to interact with digital content and multimedia in a multi-person learning environment and a student-centered approach to teach language. The teacher can use smart board to enhance students' language skills in play way method. Learning activities with an interactive whiteboard may include the following:

• Manipulating text and images

• Making notes in digital ink

• Saving notes for later review by using e-mail, the Web or print

• Viewing websites as a group

• Demonstrating the lessons

Creating digital lesson activities with templates, images and multimedia and the teacher can also display paragraphs with errors and ask the students

to edit the paragraphs or proofread them. To teach writing skills the teacher can also use a story starter and ask the students to write a story. Thus, Interactive White Board is a very innovative and powerful support for language acquisition.

Other Techniques – Authentic Materials

The need of the day is to equip people with proficiency in the English language and this is possible only with a proper blend of edification and modern technologies. These are used to make learning more interesting, motivating, stimulating and meaningful to the students. Along with modern technologies, using authentic materials like paper cuttings, magazine ads, movie reviews, movie clippings, dramatics, advertisements, sports commentaries, word games, English songs, television shows, conversations, train schedules, nutrition labels and many more from real life can make the class room very interesting, enthusiastic and learner friendly.

CONCLUSION

The adoption and use of ICT in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of teaching and enable wider access to learning. It has greater flexibility of learning that learners can access the education regardless of time and geographical barriers. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement. Thus, ICT can foster better teaching and improve the academic achievement of the students.And integrating ICT in the classroom could stimulate learners, enable better understanding and enhance communication skills.

REFERENCES

[1]. Bax, S (2011) Normalisation revisited: The effective use of technology in languageeducation. IJCALLT 1/2: 1–15.

[2]. Daniels J.S. (2002) "Foreword" in Information and Communication Technology in

[3]. Education–*A Curriculum for Schools and Programme for Teacher Development.* Paris:UNESCO.

[4]. Davis, N.E., &Tearle, P. (Eds.). (1999). A core curriculum for telematics in teacher training. Available: *ww.ex.ac.uk/telematics.T3/corecurr/tteach98.*

htm

[5]. Dudeney, G (2000 and 2007) The Internet and the language classroom. Cambridge: Cambridge University Press.

[6]. Duffy, T., & Cunningham, D. (1996). Constructivism: Implications for the design and delivery of instruction, *Handbook of research for educational telecommunications and technology* (Pp. 170-198). New York: MacMillan.

[7]. Hampel, R. (2003). Theoretical perspectives and new practices in audio-graphic conferencing for language learning. *ReCALL*, 15(1), 21-36.

[8]. Hampel, R., & Hauck, M. (2004). Towards an effective use of audio conferencing in distance language courses. Language Learning & Technology, 8(1), 66-82.

[9]. Jarvis, H. (2005). Technology and change in English Language Teaching. *Asia TEFL Journal*, 7(4), 213-227.

[10]. Jonassen, D. & Reeves, T. (1996). Learning with technology: Using computers ascognitive tools. In D. Jonassen (Ed.), *Handbook of Research Educational on Educational Communications and Technology* (pp 693-719). New York: Macmillan

[11]. Lemke, C., & Coughlin, E.C. (1998). Technology in American schools. Available: *www.mff.org/pnbs/ME158.pdf.*

[12]. Motteram, G and Sharma, P (2009) Blending learning in a web 2.0 world.*International Journal of Emerging Technologies & Society* 7/2: 83–87

[13]. Smeets, E. (2005). Does ICT contribute to powerful learning environments in primary education? *Computers & Education*, No. 44,Pp; 343-355.

[14]. Yusuf, M.O. (2005). Information and communication education: Analyzing the Nigerian national policy for information technology. *International Education Journal* **Vol.** 6 No. (3), Pp; 316-321.

[15]. Zhao, Y. &Cziko, G. A. (2001). Teacher adoption of technology: a perceptual control theory perspective. *Journal of Technology and Teacher Education*, **Vol.** 9, No. (1), Pp; 5-30

ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AND LEARNING

Sri P.RAJA SEKHAR

Head, Department of English, ANR College, Gudivada – 521 301, A.P

ABSTRACT

In education, computer technology has become so essential that Information and Communication Technology (ICT) has become one of the curriculums in education. The utilization of ICT in education has started significant progress in language teaching and learning. It has become a major issue in language education world and has been used to facilitate students and teachers in teaching and learning process from school level education to university level education. ICT has been a powerful tool for educational change and reform. The computers play significant role in the learning process and are a tool and medium that facilitates people in teaching and learning a language. The technology in this era has been grown up not only from the quality but also the efficiency. The need of technological innovation has brought the communication revolution and rapid development of technological application in teaching and learning languages. This technology made contribution on improving language communication in all educational institutes facilitating the teacher to teach the students in the classroom. This paper describes the role of technology being used to achieve the objective of education.

The use of ICT in teaching and learning process is of interest to many researchers, and education practitioners. Based on the use of ICT can be applied in three different scopes such as: curriculum, topics, and teaching. ICT also in terms of finding learning materials from original sources and recognized. In finding articles from international journals, the students can get it just by sitting in front of computers connected to the Internet network. All information about science can be presented in a short time just by using the Internet. Learning materials that have been obtained and copied and transferred to the USB, it can also be printed directly so that it can be used as learning materials. At the recent time teaching and learning are facilitated by computer has been the demand.

English language is a necessity for most people in today's world, while technology development always has a very high and also contributed towards the development of education, especially English. As English is one of difficult lessons, teacher must create interactive teaching and learning to make students interest. In the history of the development of education, information technology is part of the medium used to convey the message of science to many people, ranging from printing technology a few centuries ago, such as printed books, such as telecommunications to media, voice recorded on tape, video, television, and CD. Moreover, the term information and Communications Technologies includes technologies in which the computer plays a central role, i.e. Computer Assisted Language Learning (CALL), the internet, and variety of generic computer application.

The development of information technology, the Internet, directs the history of educational technology in the new groove. Online services in the education of both degree and non-degree are basically providing educational services to users using the Internet as a medium. Online services can be composed of various stages of the process of educational programs such as: registration, test entry, payment, learning, case assignments, case discussions, exams, assessments, discussions, and

announcements. Nothing the positive impact of various studies on the use of ICT to support learning in the school, it is a must if the school is not excessive in this country also have the prospect of a future that allows for deploying ICT in supporting learning and they are:

Electronic books or e-book is one that utilizes computer technology to deliver multimedia information in the form of a compact and dynamic. In an" e-book can be integrated impressions" sound, graphics, images, animations, and" movie" so that the information presented is richer than conventional books. Type e-book of the simplest is a mere transfer of conventional books into electronic form displayed by the computer. With this technology, hundreds of books can be stored in a single piece of solid disc / CD" or" compact disk, DVD or digital versatile disc and. A more complex and require more rigorous designs such as the Encyclopedia Britannica and Microsoft Encarta encyclopaedia which is in multimedia format. Multimedia format allows e-book provides not only written information but also sound, images, movies and other multimedia elements.

Internet-based learning or web-based learning in its simplest form is the" website" are used to present learning materials. This method enables learners to access learning resources provided by the speakers or facilitators whenever desired. If it is necessary that may also be provided mailing list specifically for the learning website that serves as a forum for discussion. E-learning facility" complete" provided by a special software called software or learning management LMS (learning management system). Facilities provided include the management of students or learners, learning materials management, learning management, including management of learning evaluation and management of communication between learners with facilitators.

ICT covers that will store, retrieve, manipulate, transmit or receiving information electronically in a digital form. For example, personal computers, digital television, email, robots. So ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. Importantly, it is also concerned with the way these different uses can work with each other.

- Information

Information means the processed data in a meaningful and purposeful form of Communication

- Technology

Technology derived from the word 'techno' which means technique, art or skill, and 'logos' which means science. Therefore, technology can be defined as a scientific knowledge of art or skill.

Based on the definitions of the three components, ICT as a whole can be described as the utility of technology to support the effort of conveying information and communication particularly in the area of education. The technique includes digital technologies mostly of electronic information – processing technologies, such as computers, internet, mobile phones, networks, broadband, and so on.

The benefits of ICT in general

ICT is found to be advantageous in several ways. Technology facilitates exposure to authentic language. Technology provides the access to wider sources of information and varieties of language. Technology gives the opportunity to people to communicate with the world outside, Technology allows a learner – centered approach. Technology develops learner's autonomy. ICT help people in order to get information and to communicate each other in wider range.

ICT Tools in Language

There are some kinds of technologies classified into information and communication technology commonly used in language context, such as:

- Interactive multimedia including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television.

- Computer can be utilized with other multimedia learning devices or it can stand alone (a standard PC) and still serves its basic purpose as an electronic medium of language learning. Computer is an electronic device which is capable of receiving information (data) and performing a sequence of logical operations in accordance with a predetermined but variable set of procedural instruction (program) to produce results in the form of information or signals based on Oxford dictionary. It is consist of CPU, monitor, keyboard and some other apparatus.

- Audio devices can be used with other media to form an interactive multimedia. However, it can

also be utilized separately as independent tool. Audio devices include speaker, earphone, CD, and etc.

- Internet can be used as a medium of language learning through email, www (world wide web), text, audio and video conferencing.

- Television television is a system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen.

- Telephone has not been widely used for language teaching because of the poor quality of analogue transmissions. However, there is new invent of digital quality and lower connection cost which potential for conference calls.

- Mobile gadget such as cell phone and smart phone which are equipped with programs like computer, which enable it to perform as mini personal computer. By using this gadget and its internet connection, everybody could enjoy chatting, browsing, and discuss each other with the wider range. The advancement of science and technology makes the size and price of those gadgets are getting cheaper and reachable.

- Social interface provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort-through writing, voice, touch, eye movements, and other gestures. This technology serves as the milestone of the recent development of interactive multimedia, audio-graphic computer teleconference, and interactive television via satellite.

Advantages:

1. The information required will be more quickly and easily accessible for educational purposes.

2. Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.

3. Progress of ICT will also allow the development of virtual classroom or classroom-based teleconference that does not require the educator and learners are in one room.

4. System administration in an institution will be more easily and smoothly because of the application of ICT systems.

Disadvantages

5. Progress of ICT will also occur of violation of Intellectual Property Rights (IPR) for the easy access to the data.

6. Although the system of the administration of an educational institution like a system without a gap, but if there is a recklessness in running the system would be dangerous.

7. One of the negative impact of television is to train children to think short and

CONCLUSION

ICT is a form of advanced science technology must be optimized function, especially in the implementation of learning. ICT provides opportunities for students in the era of global competition needs to obtain adequate supplies. through innovative ICT-based learning can provide vast opportunities for students to hone and promote competence on an international scale. On the other hand, mental attitude and self-reliance in accessing any information necessary learning independently influence the value teaching student's character it does not always depends with others. Mastering current tick is necessity for every human being inedible age. as well as in education, innovative learning, especially learning can be done by using the Internet to generate device-based learning ICT

BIBLIOGRAPHY

Davi U.K. Ltd.es, B. Dan Ellison, L. (1992).*School Development Planning.*Essex: Longman Group

Hartoyo (2008). Individual Differences in Computer-Assisted Language Learning. Semarang: Pelita Insani Semarang

Victoria L. Tinio, (1999). *Modificating teaching through ICT. The American journal. 12, 56-63*

https://www.duo.uio.no/bitstream/handle/10852/32414/MASTEROPPGxVExTHOMASxARNESEN.pdf?sequence=1

http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/38-IBT104-FP-Viatonu-ICT2012.pdf

http://www.ajol.info/index.php/afrrev/article/viewFile/41018/8458

PROMOTING THE STRATEGIES OF ICT TEACHING

T. SREE LATHA[1], Dr. GEETHA SENTTHIL KUMAR [2]
[1]Associate Professor, Training and Placement Cell, NRI Institute of Technology, Agiripalli,
Vijayawada, A.P
[2]Assistant Professor(SG), ASE – Amritha University, Ettimadai; Coimbatore

ABSTRACT

Today's industry is in dire need of young talent trained under effective teaching strategies using Information and Communication Technology. It is highly amazing to notice that, in recent times, learning and teaching are possible beyond text books. Particularly, for language teachers and learners, today's world has been throwing challenging tasks like teaching the students out of the regular curriculum and away from the regular approach. To meet such challenges successfully, it is possible only by following some techniques that can be implemented on computers, televisions, e-mails and other such advanced technologies. Hence teachers as well as organizations are increasingly focusing on setting their strategies and approaches right on the suitable track; there by trying to meet the dynamic expectations of the student community; which in turn assists in reaching the expectation levels of the Industry. The paper thus discusses the possible improvements in the performances of the students belonging to various levels of understanding. The real potential of the student can be assessed and necessary suggestions for improvements can be passed on to them spontaneously with proper authenticity. A few more activities like Open book system, taking and presenting on line assignments, video conferences and others help in assessing the students on their own as the accuracy of the performer is straight away visible on the machine. Thus it can be said that it is not only the book that is important, but a machine is more important in the context of today's world.

KEY WORDS – ICT, CHALLENGES TO TEACHERS, INDUSTRY EXPECTATIONS, TECHNOLOGY, STRATEGIES

A person, who has never made a mistake, has never tried anything new. - Albert Einstein

These words of Albert Einstein are perfectly true in the context of today's point of discussion. In today's world strong gusts of wind have been blowing to bring about unimaginable changes in the pedagogy of English Language Teaching for the trainers and English Language Learning for the learners. The strong gust that is mentioned here is ICT teaching methodology, which has been revolutionizing the techniques and methods of pedagogy. ICT, which means Information and Communication Technology, has entered the modern class rooms and launched tremendous changes. These changes initiated new possibilities of teaching and opened new avenues and splendid vistas to both the trainers and the trained. Only when someone tries a new thing and commits mistakes in the process, then the errors of that particular thing are identified and there would be an opportunity to make improvisations in the quality of the activity. That is the actual meaning of Einstein's words quoted above. The traditional role of a teacher, the nature and context of both teaching and learning have been challenged by the recent trends that have been changing the face of the industry. Besides this, the function and relative importance of the course content have also been redefined to meet the requirements of the corporate world. This paper aims at discussing at length the real facts and a few experimental

analyses using ICT in teaching English Language and Literature. It deals with the pragmatic aspects of using ICT with student community in general. The extensive use of web components, internet, blogs, e-groups, smart phones, e-mails, socializing portals, e-dictionaries, power point presentations, web casting and use of audio-video methods are being used as teaching tools to make learning more effective and simple. The student community is also being encouraged to interact with their teachers / trainers using social net working methods in cyber cafes or smart phones with GPRS facility.

Presently, we are a part of the era of information explosion which is no match to the days done and gone. Earlier, there was a dearth of technology and information. But in contrast to that, today we are drenched with the incessant gush of information into our lives. Strong gales of changes have been blowing in the pedagogy of Teaching English Language and Literature (TELL). Information and Communication Technology (ICT) is a exactly similar to a catalyst agent which has been resulting in stunning and incredible consequences which are not even dreamt of by any professional or scholar. ICT has instigated new potentialities into the education system in general and classrooms in particular. A well defined and high frequency correlation between education and Internet technology has made profound impact on the perspectives of teaching and learning. Extensive use of technology, today, has radically changed the methodologies used by expert and professional trainers while teaching any concept more effectively and while teaching the rules of any foreign or secondary language.

Moreover, the association of the teachers / facilitators / trainers with the students has undergone a remarkable and significant change which opened a new level of possibilities to bridge the gap between the two sides. As the actual duties and functions of the trainers have changed by a long way there has risen a situation where they have to be fully equipped with the recent transformations that have been taking place in the field of education. Hence, it is true that teachers with technophobia have little place in the presently existing new world order. In fact, Technology or multimedia is not at all a teaching method or a theory substantiating it, but rather it is a tool that aids the experts to improve access to different types of electronic media that already exist with departments other than

education. Thus technology is integrated with the system of education and is also used to simulate real-life situations; thereby helping the learners / students to have interest and control over the learning processes. It is hence advised that, there must be complementary relationship between use of technology and CALL (Computer Aided Language Learning) practices to create a successful and praise worthy language learning environment. It can be observed that using computers for Free Voluntary Surfing will encourage students to move about through the possible probabilities of Internet and read what interests them. This system opens various vistas of learning possibilities to the students besides providing them with ample choice. This method would definitely yield expected results; though it encounters a few simple problems at the initial stages. It can be assured that the students' responsibility in drawing and using maximum information available in the internet keeps steadily growing as they grow more responsible and trustworthy. Thus it will automatically result in higher levels of literacy also.

The process of Computer aided language learning provides new opportunities for learners to engage in active communication with the people in and around them due to the continuous access of the system to them. Surely, it facilitates the development of second language competence among the people along with providing them with a chance of improving their awareness of industry needs and requirements. Other advantage of this kind of multimedia – assisted language learning and Internet- based education is an abundant contribution to EFL students across various nations to develop cross cultural competence and be industry ready. Like the statement "Civilization is based on the marriage of tradition and innovation", transformation and improvisation of educational and literary standards is also based on the marriage of convention and invention with strong passion and profound conviction. Computer assisted language learning will enable learners extract their knowledge and put it to use in a more effective way by practically correcting one another in the peer group as well as in team performances. It also enables the students to work on their own and rectify the errors their language spontaneously then and there.

It would be very enthusiastic and motivating to discuss at length the virtual benefits of ICT to the student community at large in teaching English

Language and Literature besides the methods to surmount student problems. In this context, it should be clearly understood that the students should be able to comprehend fully that has been taught to them and then be able to reproduce it, not only in the examinations in a regular mechanical way, but also in the situations occurring in his day to day life. If the students fail to do so, they can neither be empowered nor have their proficiency levels improved. Hence practical application of the theories learnt is a must. If we review English teaching in the class of technical students, ICT is of great use. When compared to the class of language and literature, the class of Engineering or any other profession is highly encouraging with vibrant out come and marvelous results. This is because the students are faster in exhibiting their skills of application, reception and response in using technology. This high receptivity of technical students in relation to other students from other disciplines helps the trainer to think out of the box and go beyond the subject in experimenting innovative practices in the classrooms. Some kind of innovation can be implemented successfully in teaching novels, questionnaire, report writing, business letters and others through web resources, web portals, online surveys, emails, and SMSs. Expert English faculty in professional colleges other than those teaching literature in English are like fish out of water as these teachers are stuffed with literary theories as they pursue careers in science or engineering colleges. A big thanks to the inventors and promoters of technology that it saved many people like me from being alienated or feeling like a fish out of water.

Gradually and steadily within a very short span of time, most of the teaching fraternity developed some innovative methods to teach technical English as well as literary text to students of various disciplines. Thus it is proved time and again that the information, references and examples that are obtained from the text book are at least one year old when compared to those that are obtained from the internet which is updated every hour and every minute. The examples from internet are as lively and latest as they seem to happen at the moment. Hence the teacher of today should be up – to – the moment; not up – to – date. For example – Report writing and Resume preparing can be taught to students by using internet. Students can be provided with examples directly from a few case studies

available in the web sites of a few companies. Then they can get exposure to live examples other than the theory that is taught to them in the classrooms. Proper use of grammar and spelling can be automatically checked. The in-built facility that is provided in the computer also helps the students to go for spell check and grammar check. Thus report writing through emails on discussion forums within the groups will make them conscious of using the correct form of tense. In this way the writing skills of the students can be improved in a short span of time. These methods thus help in the betterment of the overall performance of the students. Such live examples in improving the quality of students, right in front of the teacher's eyes provide great encouragement to the teachers to try with certain new things that will be useful to the students along with immense satisfaction. Another important factor that is worth mentioning is the break from the routine that is experienced both by the learner as well as the trainer. Sometimes, irrespective of the motivation the teachers provide and the inspiration the students receive, there would be a moment when both the sides feel monotonous and wish for a change. At such moments using ICT and a few computer based activities will be the right solution and makes learning more enjoyable. The mode of testing which is usually done using a pen and paper will be very interesting if conducted on-line. Students experience a change in that and perform with enhanced interest. Such things also enhance the process of memorizing quick and easier. Various kinds of mechanisms like click and drag, type or click, click on, listen and repeat, recognize the word you hear, etc, involve the students more enthusiastically into the task that is being done. All such activities help in breaking the routine and putting the student on a new platform that is not much familiar to him.

Yet another way of escaping the routine of language learning is done through a variety of activities that can be performed through various applications of IT. For example – e-mail exchanges between the students or between the students and the teachers, forum memberships, panel discussions and others are of great help to the students in stimulating self – expression, sharing ideas and impressions. Even the scope of exchanges will vary from a limited number of close course – mates to a much broader group. This enables the students to have an exposure to new mind sets and visions thus enriching the

process of learning and making it highly stimulating. The other widely discussed advantage of being engaged in blended learning is the opportunity of being creative in one's own branch of teaching or learning. It is possible for a teacher to tailor the course or material according to the specific needs of the learners where he can group and re-group learners according to their levels of understanding and performance. It is thus helpful to the teacher to create his own teaching materials; thereby finding plenty of opportunities that have a favourable impact on the course as well as the implementing his new ideas and thoughts.

At the end it can be said that the scope of Information and Communication Technology is amazingly vast and ever growing. The user should keep in mind that e-learning requires a very good knowledge of both the possibilities technology offers and the management of its uses. Though, to some extent ICT teaching is a challenge to a language teacher as he should put additional effort on creating an e-based course, it is enriching to him in keeping pace with the new developments and mastering their utilization. However, despite seemingly taking the load away from a teacher, it requires further skills and knowledge in organizing the process of learning without any lapse at any stage. The multiple roles a teacher has to play in the class as a facilitator, motivator, inspirer and consultant are always crucial and important.

REFERENCES

Web resources

www.cross-tabsurvey.com,

www.monkeygizmo.com, www.surveygizmo.com,

Moodlesurvey (www.dilipbarad.com/tell)

https://www.duo.uio.no/.../MASTEROPPGxVExTHO MASxARNESEN.p...

www.academia.edu/.../EXPERIMENTING_ICT_IN_TE ACHING_ENGL...

www.itiscannizzaro.net/lanni/articles/rationale.htm

prinzessinnadia.wordpress.com/.../ict-in-english-language-teaching-and-l..

www.slideshare.net/.../english-language-teaching-with-information-and-c...

THE POTENTIAL ROLE OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING

SHABREEN SULTHANA SHAIK [1], Dr. G. CHENNA REDDY [2]

[1] Ph.D Research Scholar , [2]Assistant Professor , Dept. of English, Acharya Nagarjuna University.

ABSTRACT

Information and Communication Technologies (ICT) can expand access to language programmes, use of computers and networks and improve the quality of teaching and learning in general English language in particular. It covers any product that store, retrieve, manipulate, and transmit or receiving information electronically in a digital form. It creates a new dimension for classrooms, teachers and students. Now a days, technology based education is just like fast food to the minds of students. ICT creates something new beyond the human mind or human resource. The latest method of teaching is Computer Assisted Language Learning (CALL) which is an effective method of teaching and learning English language skills. Using computers and the Internet makes the class learning more vivid and pleasant. It is a way of escaping routine monotony and it awakens the interest among students. ICT has the potential to meet the needs of new generation students to fulfill in English teaching and learning. This paper tries to explore on how language learning and teaching in the 21st century may surf the wave created by the different technical resources which are available at presents.

Keywords: CALL, MALL, ICT, computer, digital, internet, blog and www etc.

INTRODUCTION

Information and Communication Technologies (ICT) are increasingly integrating into our daily lives. They change the way we live, the way we spend our spare time and the way we work. It's almost impossible to even imagine the modern facilities without the use of technology. Therefore, education process too could not remain untouched by these inventions. In this digital era, the new generation students are attracted towards technology, technology based learning than lecture based learning. The role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Rosen and Well, 1995; and Thierer, 2000). ICT can expand access to language programmes, use of computers and networks and improve the quality of teaching and learning in general English language in particular.

There is no one best way to teach English language in a single optimal set of teaching materials. This is because learners will vary both in how they learn and what they need and want to learn. Therefore, no single 'magic bullet' offers to support language learning of ESL students across all ages. Looking at the current provision of language teaching, and at the future languages strategy, there are a number of key roles that information and communication technology ICTs have the potential to fulfill in English teaching and learning. A number of tools exist to help learners work on their writing/publishing collaboratively, often linked in a local area network. Language learners use ICT to help them publish their work in the following ways:

- Word-processors and Desk Top Publishing (DTP) software;
- Audio recording and editing tools to record interviews, discussions, etc.;
- Digital cameras and camcorders to record presentations, interviews, role-plays;
- Power point as an aid to public presentations;
- Web pages using Web authoring tools, e.g. *FrontPage, Dreamweaver.*

The application of ICT gives more opportunities for communication between peer learners. They can exchange information in real time, can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, the learners will have a better insight into the culture of the country and people. Various kinds of technology commonly use in English language learning context are interactive media, Computer Language Labs, Audio devices, Internet, Radio, Television, and Mobile gadgets etc.

Interactive media: Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, audio, games and animation sound, into a structured digital computer-based environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television.

Radio: Radio presents the best speech model to the ESL learners, it is a source of learning pronunciation, stress, rhythm, and intonation etc. it helps in developing the comprehension by listening.

Television: Television can be used effectively in teaching English. It has the combination of sound and imagery renders it a powerful aid to learning. It brings live and real events as they actually happen.

Overhead Projector (OHP): Overhead Projectors project transparencies onto a screen or a white wall (Salaberri1996:428). It is as simple as effective. A light is shone through a transparency the size of a sheet or a note paper, projecting it onto an ordinary film screen or a white board or wall, which will focus the student's attention. This provides the lesson with effective, quick interaction from both teacher and students (Jones 1982:9). It is also possible to photocopy texts, pictures, diagrams.

Audio: Audio extracts are very motivating for students especially for the young ones, as they usually involve breaking classroom routine by means of songs, games or dialogues performed by young native speakers. They should mainly be designed to improve the understanding of oral messages.

Video: The most outstanding feature of using videos is the ability to present communicative situations in a complete way (Lonergan 1984). The combination of both sound and image shown in a context is a powerful tool in the ESL classroom. The speakers, the setting, the gestures, can be seen and heard and

at the same time. Technical features of video players allow the teachers to be stopped, replayed or played forward in part or full and can even be used with sound muted. It is also possible for students to make their own video performances, reacting their own stories, video-clips, dialogues by using the video camera. The main advantage of using video recordings is that they provide language within a natural context.

Computer Assisted Language Learning (CALL): The computer as a tool refers to the usage of computers as vehicles for delivering instructional materials to learners for understanding language through spelling and grammar checkers, desktop editing programmes. All these steps belong to CALL (Computer-assisted language learning). Computers are used widely in schools, colleges and universities. Using computers as a tool in language classroom can enhance students' language learning skills. Many studies have found positive effect associated with technology aided instruction (Burnett, 1994, and Fitzgerald and Warner, 1996). Higher education institutions get advantage of information and communication technology in order to facilitate a rich teaching and learning environment (Beatty, 2003; Chiu, Liou, & Yeh, 2007; Hancock, Bray, & Nason, 2002; Hemard, 2006; Higgins, 1993; Scrimshaw, 1993; Wang & Zhang, 2005; White, 2006).

- The advantages of computer programs allow users to edit and save on written text.
- E-mail exchanges also allow students in different areas to communicate with each other quickly and easily.
- The use of computers in language classrooms helps students to learn or conduct activities independently, in small groups or with some support from teachers.
- By utilizing the computers, students can search various sources for learning materials, can interact with people in different countries, and can receive immediate feedback by getting their exercises automatically corrected.
- Provides appropriate feedback and assessment of content knowledge and English skills.
- Offering opportunities for meaningful practice of language in authentic contexts.

- Offering opportunities for maximal progress in language acquisition through responsive diagnostic and feedback systems.
- Learners are able to access high quality teaching and learning at any time and any place.
- Information previously available only through a professor or an instructor is accessible on demand through computers and the internet.
- Well designed multimedia learning materials can be more effective than the traditional classroom methods because students learn more easily and quickly through illustrations, animation, different structuring of materials, and increased control of interaction with learning materials.
- New technologies can be designed to develop and facilitate higher order learning skills, such as problem solving, decision making and critical thinking.
- Interaction with teachers can be structured and manages through online communications to provide greater access and flexibility for both students and teachers.
- Computer – mediated communication can facilitate team teaching, use of guest faculty from other institutions, and multicultural and international classes.
- Computer makes the students to increase their self-expressions and active learning.

CALL Lab: The CALL laboratory is a computer based laboratory set up to facilitate the teaching and learning of languages. This laboratory enhances the atmosphere for language learning by providing students with the opportunity to use the computer as a learning tool through language interactive activities and computer simulations. There is a lot of software available on the market that can be used in the multimedia language laboratory, for example: KVAN solutions, Globarina, Online Software, Magnetic Infotech etc. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The multimedia language lab helps to learn and enhance the language proficiency by sharing the course materials

within a second where the teacher and the students involved effortlessly.

Internet: The Internet refers to the electronic networks that link people and information, through computers and other digital devices, allowing communication and information retrieval. It can be used as a medium of language learning through e-mail, which allows language learners to communicate with "Web pals" in other countries. WWW (World Wide Web) offers a wide range of authentic material and promoting development of new learning strategies. Students can also create their own web sites or projects, according to their individual needs, inside and outside the classroom; using chat- rooms, articles, class-conferencing, Skype, etc. All these allow the learner to participate in the target language culture.

Blog: A blog is a type of website which has post or entries appearing in reverse chronological order. Blogging has become very popular, especially in the sphere of education. It becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers or reviewers who respond to other writers' posts and as writer-readers who, returning to their own posts, react to criticism of their own posts. It is easier to share information and generate discussion through blogging. Instead of text books and traditional methods, many educators prefer using these new techniques to teach students, and gain experience with various forms of social media. By means of blogging, students can sharpen their writing skills.

Mobile Assisted Language Learning (MALL): Like Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) may also prove to be very helpful in honing language skills. Teaching of English as a Second Language demands a high level of innovation and integration of various teaching techniques. In the context of India, the teaching of English is quite challenging as it offers a teacher plethora of opportunities to apply modern means of communication in order to cater to growing requirements of learners and improve their language skills. There is no doubt that technology is changing the learning environment and teaching experience as well. Mobile devices are gaining immense popularity among masses as these devices are small, smart, portable, and comfortable to utilize. Mobile devices cover cell phones, personal

digital assistants, smart phones, tablets etc. All these devices can be used in language classrooms easily.

Conclusion: Now a days, technology based education is just like fast food to the minds of students. ICT provides opportunities for students in the era of globalization. It is very essential key component factor to develop LSRW skills. It creates something new beyond the human mind or human resource. In the field of ICT, Internet literally plays a major role which provides unlimited features to browse the web, visit companies, governments, museums, universities, colleges and schools etc. read the news, explore libraries, read books, get software, play games, watch videos, get a degree, have a discussion, chat, read programs on other computers, exchange messages. Computer Assisted Language Learning (CALL) was a topic of relevance mostly to those with a special interest in that area. These new technologies are bringing the real world into the classroom. We can make use of new technologies in our classroom which depend on the availability of an internet connection: we may use ICT either on-line or off-line.

REFERENCES:

Ahmed, Khurshid and Graville Corbett, Margaret Rogers and Roland Sussex: "Computer, Language Learning and Language Teaching".

Ellis, Rod: "The Study of Second Language Acquisition", Second Edition, Oxford.

Fotos, Sandra and Charles Browne: "New perspectives on CALL for second language classroom".

Mohanty, Laxman, & Neharika Vohra: "ICT Strategies for Schools": Sage Publication, New Delhi/Thousand Oaks/London.

Nagaraj, Geetha: "English Language Teaching: Approaches, Methods, Techniques": Second Edition, Orient Longman Private Limited.

Richards, Jack C. & Theodore S. Rodgers: "Approaches and Methods in Language Teaching": Second Edition, Cambridge University Press.

Tickoo, M.L: "Teaching and learning English", Orient Black Swan.

MODERN APPROACHES IN ENGLISH LANGUAGE TEACHING

B.JHANSI RANI, E.SUNEETHA

Lecturer in English, VSR & NVR College, Tenali

Various attempts to define the process of teaching and learning resulted in a number of definitions. However, there is one common point that most methodologists agree upon – the process of teaching a foreign language is a complex one. It usually involves three major steps: the teaching acts of presenting and explaining new material, providing practice and testing. The success of the process of teaching and Learning largely depends on the participants – teachers and students – who have their own needs, roles, and responsibilities. It is teachers' responsibility to identify and address the needs of their students.

In the process of teaching and learning it is important to realize that students' higher needs come in focus only when the lower needs are mostly satisfied. The degree of satisfaction of the needs determine the level of students' motivation to study a foreign language .Motivation, as a key factor in the process of learning and teaching, is defined as some kind of internal drive which pushes someone to do things in order to achieve something. Extrinsic, intrinsic, integrative, instrumental, Global, situational and task motivation are different kinds of motivation.

Extrinsic motivation to learn a foreign language is caused by a number of outside factors such as the desire to pass an examination or the possibility of future travel. Intrinsic motivation comes from within the individual who is driven by the enjoyment of the learning process. Integrative motivation involves the desire to identify with and integrate into the culture of the language one is studying. Instrumental motivation is the wish to learn the language for purposes of study or career promotion. Global motivation is defined as the overall orientation of the learner towards the learning of the foreign language. Situational motivation is the motivation caused by the context of learning such as classroom or school environment. Task motivation concerns the way the learner approaches the specific task given by the teacher.

The successful learner is the one who is willing to tackle tasks and challenges, has confidence in his/her success, has a need to achieve, to overcome difficulties and succeed in what he/she is doing, is ambitious and finds important to succeed in learning in order to maintain and promote his/her own positive image, is aware of the goals of learning, invests high level of effort in learning, and is not discouraged by setbacks or lack of progress..Therefore, teachers who want to motivate their students have to be aware of certain ways of arousing interest in tasks. In order to motivate their students, teachers have to set clear goals. Learners have to know the objectives of the task – both language learning and content. Topics and tasks should be selected carefully to be as interesting as possible. It is important to use visuals, game-like activities, elements of entertainment, role play simulations, personalization of tasks, open-ended cues.

In order to achieve goals of the teaching process and to satisfy students' needs, teachers have to possess competences necessary for a good language teacher. There are four main kinds of competences that each language teacher should display: general competences, existential competences, ability to learn and strategic competence. General competences involve existential competence and socio

cultural/intercultural competence. Existential competence comprises personality traits, attitudes and temperaments, motivation, values, beliefs and cognitive style. Socio cultural/inter cultural competence involves interpersonal relations, system of values, body language, conventional behavior, forms of politeness, cultural differences and artifacts. Communicative language competences involve linguistic competence, socio-linguistic competence in the four communicative skills according to the four domains of language use and pragmatic competence. Ability to learn consists of ability to self-evaluate one's professional development and integrate the newly-acquired knowledge and skills into the formerly built context of learning, Ability to critically reflect on the achievements and outcome of activity, and ability to initiate and adequately interpret the situation of learning. Strategic competence involves ability and skill of planning, execution, evaluation and repair of communication, application of compensation strategies. In the process of teaching the teacher displays the above mentioned competences and performs certain roles like controller, organiser, assessor, prompter, participant, resource, tutor and observer. The teacher can perform any role depending on the teaching situation, students' needs, learning style, and type of intelligence.

Communicative Language Teaching

The Communicative approach or the Communicative Language Teaching (CLT) emphasizes the importance of language functions rather than focuses on grammar and vocabulary. The main principle of CLT is to train students to use language forms appropriately in a variety of contexts for a variety of purposes. The top ten principles of CLT are communicative interaction, meaningful. Practice, active involvement, positive reinforcement, choice of suitable materials, changes of pace and. Activity, making the teaching process enjoyable, teaching English in English, realization that mistakes are natural and that even beginners can understand when taught in the target language. Activities in CLT involve students in real and realistic communication, where the accuracy of the language is less important than successful achievement of the communicative purpose. Therefore, such activities as role-play and simulation are very popular in CLT. All activities in CLT have to be constructed in such a way that students should have a desire to communicate something.

Task based Learning

According to the key principles of TBL, learning is fostered through performing a series of activities as steps towards successful task realization. The focus is on language use for authentic, real-world needs. TBL relies heavily on learners' knowledge of the world, on learners' using skills of deduction and independent language analysis to exploit the situation fully. Motivation for communication becomes the primary driving force. The emphasis is on communicative fluency rather than the accuracy. The target language is used in a naturally occurring context. The materials are selected and adopted from authentic sources.

Task-Based Learning demonstrates the apparent similarity between the Task-Based Learning and the Communicative Language Teaching. A basic distinction between TBL and CLT is that CLT is a philosophy or orientation whereas TBL represents a body of principles and procedures for making communicative language teaching work in the classroom. The four fundamental principles underlying the Task-Based Teaching (TBT) are: meaning is primary, grammar and form are not ignored, the task is a complete unit and there is a systematic relationship between pedagogical tasks and target/real-world tasks.

Content and Language Integrated Learning

In CLIL content subjects are taught and learnt in a language, which is not the mother tongue of the learners. Knowledge of the language becomes the means of learning content, language is integrated into the content-based subject teaching, and this increases motivation to study natural contextualized language. Therefore, CLIL provides a practical approach to both content and language learning that improves intercultural understanding. The important advantage of CLIL is its potential for achieving bilingualism and improving intercultural understanding. The important advantage of CLIL is its potential for achieving bilingualism and improving intercultural understanding. Firstly, CLIL helps to broaden intercultural knowledge and understanding and develops intercultural communication skills. Secondly, CLIL improves target language competence and raises awareness of both mother tongue and target language. Thirdly, CLIL provides opportunities to study content and learn subject-specific terminology and hence prepare students for future studies and/or working life. Finally, CLIL offers new learning strategies while

adding diversity and flexibility to existing methods and forms of classroom practice

CONCLUSION

Success of the learning/teaching process largely depends on a set of factors such as students' motivation, appropriate selection of the teaching approaches, methods, tasks and materials that are mostly determined by students' psychological characteristics such as learning style and type of intelligence. CLT, TBL, CLIL approaches can be successfully adopted in the English language classroom either in combination or separately. Students' needs determined by students' psychological characteristics as well as other factors influencing the learning/teaching process should be decisive in an approach selection.

TEACHING ENGLISH FOR INDUSTRY SPECIFIC AND ACADEMIC NEEDS: A CASE STUDY OF ENGLISH IN ENGINEERING COLLEGES OF GUNTUR DISTRICT, ANDHRA PRADESH

Dr R Vidyadhar[1], Dr M V Raghu Ram[2]

[1]Asst Professor, Dept of English,RVR & JC College of Engineering, Chowdavaram, Guntur.
[2]Professor of English, Head, Dept of S&H, Vasireddy Venkatadri Institute of Technology,Nambur, Guntur.

ABSTRACT

In India engineering is one of the preferred choices for intermediate students. Competitive examinations like EAMCET, AIEEE, JEE, etc are held to screen the promising engineering student. So, the students spend a lot of time and money in coaching classes to get the added advantage for the competitive entrance tests. This demand for engineering has resulted in a mushrooming of a large number of engineering colleges in the country. Despite this, the industry complains of an absence of trained quality engineers. About 75% of the engineering graduates are taught at the private engineering colleges in India. There are more than 300 private engineering colleges in Andhra Pradesh alone. However, a ranking of the top fifty engineering colleges reveals only a small percentage of private colleges. More than 90% of the private engineering colleges are affiliated colleges that have little academic autonomy which is seen as a reason for their lack of performance. But the industry has a different say altogether - to them, a majority of the students lack communication skills in English. This paper focuses on the inability of engineering students of colleges affiliated to Acharya Nagarjuna University and suggests some methods to eliminate them.

Key words/phrases: Engineering, English, Communication Skills, Inability, Speaking, Writing, Tertiary level, Soft Skills.

A Premise

According to the surveys carried out by a number of agencies, says G R Sinha, more than 70 percent of our engineering graduates are not employable[i]. Dr Kalam has rightly said that India does not have problem of unemployment but 'unemployability.' The graduates lack other skills beside the academic or technical skills. The three top most important general skills identified were integrity, reliability and teamwork, while the top three most important specific skills are entrepreneurship, communication in English and use of modern tools and technologies. Swami Vivekananda always used to say that "Education is the manifestation of perfection already in men". "We are all powerful, and we can do everything". This quote his inspiring words should guide us to upgrade ourselves continuously through solving real life problems by applying the knowledge gained in the classroom lectures.

Aviv (2007) in her article, 'Don't be shy' states "because speaking well is often crucial to getting a job — and to sounding educated — nearly half of American colleges and universities require a public speaking or communications course, according to the National Communication Association."[ii] Mr Narayan, Vice-Chairman, Cognizant Technology Solutions and Chairman of the NASSCOM, in an interview (Warrier 2007) answered a question regarding the talent demand and supply gap and the role of the NASSCOM to help the industry bridge the gap: "The current situation is that, in terms of

availability of talent, the numbers are good. The problem lies in the suitability of people. The industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly. So, we have to bridge the gap by providing additional training to the people who are coming out of colleges so that they are industry-ready."[iii] Dean of Engineering at Duke University stated that engineers who are adept at communications have a considerable advantage over those who are not[iv]. H.P. Jensen states that employers want a number of new competencies, with an emphasis on an increased abilty to communicate…and god foreign language skills.[v]

DISCUSSION

100% of the curriculum material for undergraduate program in engineering of Acharya Nagarjuna affiliated colleges is in English. By contrast, students have the option to pursue their education both in English and Telugu media at secondary level. While 90% of the curriculum material for English medium based education up to Intermediate (10+2) level is in English it constitutes only 10-20% for Telugu medium. The mixture of students enrolling for engineering programs is highly heterogeneous drawing from both the media. It is important also to remember here that though most of the English medium schools demand students to speak in English while at school, communicative apprehension most often plays a spoil sport. The scenario is even worse in Telugu medium schools. Grapevine gossip is that corporate schools that train students to excel in engineering competitive examinations do not give much importance to learning English language. In this context, communicating in English leads to speaking anxiety in some students while resulting in communication apprehension with others. Mc Croskey defines Communication Apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons." According to Berger, McCroskey & Baldwin (1984) fear or anxiety due to a lack of proficiency in the language or any pre-programmed thought pattern.[vi]

On the contrary, educational psychologists opine that students have the ability to pursue secondary interests and participate in multidisciplinary certification examinations. They argue for dual degree programs that benefit the students. This approach has a great emotional effect on a tertiary learner. In addition, the English teacher is not trained to handle this complex situation. The managements of the private engineering colleges put the onus on this off-guard English teacher to make the engineering students industry ready with best communication skills. Vinke, Snippe & Jochems (1998) showed how the language affects teaching and instructional methods yield contradictory results in mixed ability classrooms.[vii] Being a self-learner, self-determined and self-driven personality, an English teacher embarks on developing English communicative competence in students. The tools at his/her disposal are many: teaching strategies, authentic material, innovative methods, etc. But there is always the paucity of time and human resources to complete the assigned responsibility successfully. Despite the increased workload and language problems faced by the students, especially those coming from Telugu medium, by the end of the undergraduate program there is always an improvement in the English proficiency of the learner. Albert P Ryan and Ramakrishna Shetty (2008) demonstrated that the English language teacher is not just a

teacher of grammar and sentence structure; he/she is expected to play an active role as a

diagnostician, counselor, communication specialist, soft skills trainer.[viii] One of the prominent current issues in engineering education focuses on how to reduce the (generation?) gap between the learner and the teacher.

An Experiment

Data was collected from the students in select engineering institutes. The total number of respondents in these engineering institutes, the sample size selection and application of the statistical stratified random sampling technique was followed. The questionnaire was handed over to 4oo students (200 girls & 200 boys) from 4 colleges- 1. R.V.R & J.C. College of Engineering, 2. Chalapati Institute of Engineering & Technology, the two colleges are situated in urban area 3. Bapatla Engineering College and 4. S.S.N. College of Engineering, these two colleges are situated in rural area (2 urban and 2 rural), and the duly filled in forms were collected later. Figure-4 demonstrates the division of colleges (rural and urban) and the sample comprising the urban- rural divide. The participants were selected randomly to represent students from different cross sections, the creamy

layer, the average and the below average students in terms of their previous performance from various faculties of engineering. The participants were both male and female. This variation in learning experience provides cross-sectional opinions which should enrich the data.

Three questionnaires were used for data collection. An open-ended questionnaire minimizes participants' irrational fear of criticism (Stefani et al, 1997). It gives the participants freedom to say what they want and how they want to say it. This, consequently, provides the researcher with more useful information compared to closed-questions, although the latter are easier to collate and analyze. The quantitative data was processed using SPSS (Statistical Package for Social Sciences) software. Apart from questionnaires, Group Discussions and Elocution on select topics were used as tools for data collections. The processes were video recorded and analyzed to make the following findings.

Findings

1. Students' communicative competence can be bettered if training is rigorously imparted after a scientific analysis of their Performance.
2. There is a pressing need to pay attention to soft-skills so as to ensure students' employability.
3. There is an inalienable relationship between occupational pattern of parents and their children's performance in English language.
4. In order to enhance students' communication skills, the traditional approaches may be replaced with the emerging new methods and strategies.
5. If members of faculty other than English are adept in language and take recourse to developing skills, students can master the language in no time.
6. Students endowed with integrated personality display better communicative competence.
7. Attending Orientation courses by the teaching faculty should be made mandatory every three to four years.
8. A general request/complaint from the student community is that they are not allowed to spend time in the library.

9. 10% of the overall class time may be allotted to seminars and other oral presentations by the students.
10. Observations regarding the communicative efficiency of the students are listed below:
    a. Some students who speak fluently cannot write without grammatical errors.
    b. Some students who write well are not able to express themselves orally in good English.

Limitations of the Study

1. Though the study has been carried out with a great degree of objectivity, some lacunae may intervene as empirical studies of this sort are riddled with the subjective interpretations of the researcher.
2. Owing to the constraints of time, the researcher has to forgo some crucial determinants which make the study more focused. For instance, he did not take the views of the other stakeholders like lecturers, principals etc., into confidence.
3. Quantifying students' skills is a tough job as they are elusive and at times the researcher was intrigued though he selectively adopted rigorous research procedures.

Suggestions /Recommendations

Teachers of English have a responsibility to help their students in overcoming their fears about communicating and assist them in developing more positive perceptions of communication activities. Miller (1984) says that our classes should produce students who are more confident about reaching out symbolically to others, rather than withdrawing from them. Though there is a great demand for well-versed, competent, communicative, qualified engineering graduates, somewhere down the line, the expectations of the industry are not met. So changes in the teaching methodology may be recommended. Add-on courses may be introduced in the curriculum, customized training may be provided, following the pattern of advanced universities of the west. Students are offered training in programmed modular model – for instance, oral communication: In the first semester they learn the nuances of communication, in the second semester they try to concentrate on the Listening skills and in the third semester, they try to study the intricacies and gain mastery over the art of effective speaking.

Curriculum should be designed bearing in view the requirements and the demands of the industry and also keeping in view that teacher centered class rooms gave way to student centered class rooms, where the role of a teacher is confined to that of a facilitator.

If engineering college managements are really bent on scaling up the ladder of placements, they may think about implementing the following practices: Rachel Aviv in her research article, "Don't Be Shy", suggests, some campuses hold speech labs to teach calming techniques, like deep breathing, positive visualization and systematic desensitization. In the last five years, more than 20 campuses, including Hamilton College, Randolph-Macon College and Arizona State University, have opened labs where students practice speaking and receive individualized feedback.

In the ultimate analysis, the success mantra for software placements is maintaining good academic performance, gaining sound knowledge in core subjects and developing good communication skills.

Endnotes

---

[i] "Need to Focus on Developing Employability Skills in our Engineering Graduates"

Dr. G.R. Sinha, Professor and Head (IT), Shri Shankaracharya College of Engineering and Technology, Bhilai http://www.indiaeducationreview.com/article/need -focus-developing-employability-skills-our-engineering-graduates (accessed on 19/11/2014).

[ii] Aviv, R. (2007). Don't be shy. Retrieved 30 January 2008 from http://www.nytimes.com/2007/11/04/education/ed life/reticence.html?fta=y&pagewanted=all.

[iii] Warrier, S. (2007). Retrieved from http://www.rediff.com/money/2007/jun/04inter1.h tm.

[iv] Professional Writing Seminar for Engineers, http:/www.ecf.toronto.edu/%7Ewritng/ prowritng.htp.

[v] Jensen, H.P., Strategic planning for the education process in the next century. Global J. of Engng Educ., 4, 1, 35- 42 (200).

[vi] Berger, McCroskey & Baldwin (1984). Reducing Communication Apprehension: Is

there a Better Way? American Journal of Pharmaceutical Education, 48, Spring (1984)

Retrieved from www.jamesmccroskey.com/publications/117.pdf.

[vii] Vinke, A.A., Snippe, J. & Jochems, W. (1998). English medium content courses in non-English higher education: a study of lecturer experiences and teaching behaviours. Teaching in Higher Education, 3(3), 383–394

[viii] Albert P'Rayan & Ramakrishna T. Shetty, "Developing Engineering Students' Communication Skills by Reducing their Communication Apprehension," *English for Specific Purposes World* (www.esp-world.info), Issue 4 (20), Volume 7, 2008.

TEACHING ENGLISH LANGUAGE AT UNDERGRADUATE LEVEL

P.SRINIVASA RAO
Head of the Department Of English,VSR&NVR COLLEGE, TENALI

English is the most important international language and is spoken and understood all over the world. It has been gaining greater importance for global communication. We are all aware that the English language is the window through which we can see the whole world. Therefore, to learn and speak English is inevitable for almost all the literates in the world. At present, we all feel the importance of the English language is to express and convey our thoughts to others not only by gestures or signs, but also a verbal message to make our thoughts more clearly in all situations. But because of the influence of our mother languages, most of us are facing difficulty in pronunciation, accent and understanding English language spoken in different parts of the world. English has become not just a library language, but a language of opportunities. We require a fairly high degree of standardization of pronunciation, proficiency in English and excellent communication skills to enable us to attain the quality of employability in the highly competitive world.

Factors and Problems of Teaching English:

Most of the students accomplish their schooling in their mother tongue. Though they have attained heaps of marks in their respective core subjects, they remain very poor at English still. The students have an unknown fear and fever over English language all these years. Now, let us examine some of the various factors which make English language a souring grape for rural students even today. To begin with, the first of the foremost factors is the socio-cultural and financial background of the family. As most of the parents are illiterates, they cannot directly take part in the daily routine of their children though they aspire for their children's future prospect.

Hence, the students' performance lacks parental supervision and guidance which is very necessary at all levels of their education. The illiterate parents cannot realize what their children pursuing neither they do afford time to consult the teacher about the progression in studies of their children. Every minute during the daytime is valuable for them as they have to struggle to get their livelihood. The boy or girl is also sent to work on wages at the specified time of the year which affects their education very dearly. The majority of students in our country come from rural background; they are bound to have some limitations: there is an inbuilt resistance to English among these students. The reason behind this could be the fact that English is the second language or even the third and can never be equal to the first language.

It is always easier to communicate in our mother tongue than to struggle with an alien language. With this fear complex, students from rural background, never try to focus on this language though they know that it is indispensable. By the time the students reach the UG level and realize the importance of this language, it becomes too late for them to cover the gap.

An interesting observation studies that the performance in English of the students whose parents are employees and belong to a higher middle class is better than that of the students whose parents are illiterates and belong to lower middle class. The probable reason perhaps is that the parents in the first case can spare time to consult the teacher about the progress of their children once a while and can guide them if

necessary. Thus, there has emerged an undesirable difference between the two classes. Consequently, it is established in rural areas as a proven fact to say that English is tough to study and understand despite the fact that English is the easiest language in the world to learn. But it was also proved every now and then that the students from the second group also showed greater interest and expertise in the English Language Learning. The credit goes to the student and his teacher who was successful in inculcating curiosity among the students in spite of their financial irregularities and improper brought up. So, mere poverty cannot create a gulf between students and their English language efficiency.

The second major problem is the influence of mother tongue. Most of the students generally pursue their studies in their respective regional language. Because of lack of English learning atmosphere at their place of study and surrounding company, the learners develop poor skill in listening, speaking, reading, and writing in English language. Even though the learner gets promoted to higher classes his standard in English is not being improved. Thus, a kind of phobia develops from the school level. Gradually, a gap between the learner and the class standard is being increased which effects his/her progress. Ultimately, the learner is deprived of his best opportunities.

Another important fact is that the methodology of English Language Teaching is bilingual or translation method. Because of poor knowledge of English language and to enable the student understand English properly, the teachers simply translate everything into their mother tongue and explain them in bilingual or translation method. Though this method offers them a sound knowledge in the content, it prevents them in acquiring communication abilities in English which has become the norm of the day. The teacher here plays more as a translator than a genuine English teacher.

The English teachers at these levels are untrained and moreover, they are unaware of the current trends and techniques of ELT. The case with many of the private English medium schools in rural areas is no better than this. The situation is even worse with them. The teachers who teach English are those who persuaded their schooling in English medium and failed in Intermediate and so. The investigator doesn't consider this is the case with every organization, but with most of them. Definitely, these kinds of teachers make English as a nightmare for students and they instigate students to habituate by-heart method which deprives students' communication abilities in English. Thus, English appeared or was rather made as a dreadful demon or a dangerous monster for long years in Andhra Pradesh.

Another factor that aggravates this problem is students' lack of language exposure. The more we expose a student to a language the more he feels comfortable with it. Teachers teach English in their regional languages for the sake of convenience. In their preoccupation with covering the syllabus, the teachers rarely set apart any time for listening practice in the classroom. In this way students are confined to their syllabus only. A language can be learned only when one is willing to learn it with full involvement and practice, not mechanically. For this purpose the teachers should perfect their own speech by listening to standard spoken English. Constant practice and deliberate cultivation of good English is necessary for all teachers of English.

Consequently, English was taught ineffectively without following the specified rules and regulations about syntax, grammar, phonetics, etc., owing to lack of specialized and trained teachers of English to mould the students in the proper way and to make learners phobia free in English language. The reason for these unskilled English teachers may be the result of the Government new policy to strengthen English language teaching by a specialized teacher keeping in view the global requirements. Further, most of the Indian languages are phonetic whereas English is a semi-phonetic language. To explain it, if we examine a regional language Telugu, it is spoken as it is written, and it is written as it is spoken.

We speak Telugu stressing on each and every letter equally without leaving any letter silent or unstressed and without following any rising or falling tone. Because of the mother tongue influence, the learners at primary and secondary levels usually pronounce some English words like subtle, debris, giraffe, island, condemn, etc. wrongly by stressing all the letters of the words. Similarly, they write spellings for some English words like tsunami, depot, lieutenant, knock, psychology, etc. wrongly as sunami, depo, leftnant, nock, sychology. There are number of words of the same kind which we come across in English language. This may be the main reason for not able to understand the pronunciation of Standard English speakers and also the accent of the foreigners.

Another probable reason is that the model of the final English examination paper. It has not been designed in a manner that it helps students to have an authority over English language; rather it makes the students to take it for granted. The examinations used to be mostly content oriented where the students were supposed to get by-heart the material supplied as it is without reading the textbook and preparing notes on their own. Thus, students were forced to adopt by-heart method. Their memory helps more than their intelligence and language skill during the time of examination. They simply reproduce the content which they get by-heart in the examination and soon after the exams are over the learners forget everything they get from by-heart. However, a little bit aspiration towards communication component is seen in the learners now.

It is the foremost duty of a language teacher at the school level to make the students aware of the importance of English for career-making and also help students to overcome the phobia of English developed with them over the years. If this is not done at the school level, it makes the task of the language teacher at the UG level more difficult.

REFERENCES:

[1]. Dhanappa M Metri,(2013), Teaching Functional English to the Indian Undergraduates: Challenges and Opportunities, University News, March 11-17.Vol. 51, No.10.

[2]. Editorial (2006), Teaching English Effectively, (ELTAI), the Journal of English Language Teaching,Vol.44 (4).

[3]. Eliah.P, (2009), A Handbook of English for Professionals, BS Publications, Hyderabad

TEACHING ENGLISH FOR INDUSTRY SPECIFIC NEEDS: THE KEY TO SUCCESS IN EMPLOYMENT

Mrs. T. RAMA

Assistant Professor- English, Vignana Jyothi Institute of Arts & Sciences, West Marredpally, Secunderabad

ABSTRACT

English is the associate official language in India and is also used as the second language by Indians. It is the preferred language of education among all classes of society in urban as well as rural areas. According to a survey, approximately 4% of the Indian population use English.

Though English is taught right from class I, the quality of teaching leaves much to be desired. The syllabus structure too is not conducive to imparting communication skills, especially at the undergraduate level. Students study in English medium schools but do not have the required competency to manage in real life situations. Even after going through proficiency classes and professional education students lack communicative competence which acts as a detriment to getting employment.

Students concentrate on just passing in the English paper and ignore what they need to get employment. This creates a hiatus between what the industry needs and what is actually available.

Based on what the Industry needs, a syllabus has to be designed in collaboration with experts in the industry and the academics. This syllabus should be a functional, situational and task based syllabus. This kind of syllabus would focus on skills development along with practical tasks required by the industry like, report writing, letters memos etc. Besides, this kind of syllabus would focus more on developing the communicative competence of the students.

The approach required to design such a course is a language centered and skills centered approach with great focus on improving the speaking skills of the students.

Key Words: Industry needs, communicative competence, skills development, situational, functional syllabus

INTRODUCTION

English is the associate official language in India. It is taught as a second language and has become the preferred language of education among all classes of society in urban as well as rural areas. Though English is taught right from class I the quality of teaching leaves much to be desired. Students study in English medium schools but do not have the required competency to manage in real-life situations. Even after going through proficiency classes and professional education students lack communicative competence which acts as a detriment to getting employment.

The advent of MNCs in our country has created a number of jobs for the youth. Every year India produces 31 lakh graduates, twice as much as US, and three times more than UK. Yet they are jobless. A recent survey has found that more than 60% of the qualified youth are jobless. The primary reason for this is their lack of communication skills.

Purpose

The purpose of this paper is to stress the importance of developing and enhancing speaking skills for undergraduate students.

Objective

This paper aims to bring to the notice of the authorities concerned the need to make available a syllabus that focuses more on improving the

communicative ability of the students and one that meets the needs of what the industry wants.

Method

This paper has been written based on personal experience with learners, some information collected from websites, from conversations with some students on the importance of speaking skills and some students who have failed to land jobs for lack of communication skills, talks with some HR and training professionals of organizations like, Mahindra Satyam, Google, Deloitte, Infotech, and Educomp.

Result

It has been proved beyond doubt that our students lack communicative ability and how important communication skills are for getting a job and for sustaining it. It is important not only to land jobs but also to study further and to write competitive examinations where English is a major area that is tested.

Implication

The implication of the study is that more focus is needed in developing speaking skills and hence the syllabus structure needs redesigning to include more speaking activities not only for practice but also for evaluation.

Why Speaking Skills?

The problem with most students is lack of communication skills. It makes them tongue-tied and socially unfit. Only those who can express themselves clearly and precisely get selected in interviews. Those who speak fluently exhibit confidence and companies want people who are self confident. They know what to say in any given situation and can understand instructions correctly. Good knowledge of English makes them efficient workers. Those who speak well impress everybody and can manage situations effectively. That's the reason why companies look for people with communicative competence.

There is a special status attached to English, whether one likes it or not, and hence it has to be learned as early as possible. It is necessary to survive in this global village.

Nowadays many companies are looking to employ fresh graduates more than engineers or other professionals. Companies feel that undergraduates make better workers as they are more flexible and more willing to learn. They also don't expect fat pay packages as other professionals do. So there is an urgent need to train undergraduate students to

meet the needs of the industry. What the Industry looks for in undergraduate students, first and foremost, is good communication skills followed by organizing skills. Thus the onus of making students industry ready rests more with English teachers.

Present Syllabus Structure

Gone are the days when English teaching involved Shakespeare, Wordsworth, Keats, Shelley or Emerson. The beauty of the English language in poetry, its rhythm and rhyme, the nuances of meaning of different words used in prose by stalwarts no longer hold any charm for the present generation. One main reason for students' disinterest in English literature is: they see no use for it in their work life and neither does the industry demand it.

Industries need candidates with good communication skills. Teaching poetry and prose and asking students to mug up answers that they reproduce in the exam is not going to help anybody. What they need is a course, designed based on the needs analysis of authentic language used in target workplace settings.

The text books being used now for first year and second year undergraduate students have integrated all the skills necessary for language learning, i.e., reading, writing, pronunciation, listening, soft skills, grammar and vocabulary. While these activities, some feel, are adequate, I feel there should be more exercises that aim at developing and strengthening a student's grammar, functional vocabulary and more practice in oral communication.

Focus on speaking skills

The present syllabus does not focus much on improving speaking skills. More exercises for improving speaking skills need to be added, for example, situational dialogues, oral presentations, discussions, Just a Minute, description, narration etc. Some of these do find a place in the book, but they are not tested. Students do not focus on anything that is not tested. They are mentally tuned to getting pass marks in English. Their goal as far as English subject is concerned is they should pass in it and they know that it is easy to do so. The question paper is set in such a way that it is difficult to fail in it unless a student has absolutely no knowledge of even the rudiments of English.

Teachers, at the cost of achieving high pass percentage, which college managements expect, focus on teaching how to answer questions to get

good percentage. In the process they ignore what the students need and give them what they want. This creates a hiatus between what the industry needs and what is actually available.

Students' Attitude

An undergraduate student's attitude to English is:

- It is just an extra subject to pass in as it is mandatory
- Indifference
- It is easy to pass
- It is not necessary to attend English classes as guides are available to help them pass
- It is not necessary to participate in activities as they don't fetch them any marks
- They shouldn't be asked any questions in the class, if asked, they bunk classes

With this kind of attitude they demotivate teachers, hence teachers feel disinterest in giving them anything extra. This attitude of the students needs to be transformed. This can be done by the teachers who can motivate them positively and by exposing them to people from the industry, people who can interact with them and tell them what exactly the industry expects from prospective employees. Exposure to industry and its expectations is very important for a student. This will reveal the importance English has in the job market.

What needs to be done?

Based on what the industry needs, a syllabus has to be designed in collaboration with experts from the industry and the academics: A syllabus that would serve specific purposes. David Carter (1983) identifies three types of ESP or English for Specific Purposes;

English as a Restricted Language

English for Academic purpose, and

English for Occupational Purpose

The purpose of English for Occupational Purpose and English for Academic Purpose is the same--- employment.

The approach required to design such a course is a language centered and skills centered approach with great focus on improving the speaking skills of the students. This syllabus should be a combination of functional, situational and task-based syllabus. This kind of syllabus would focus on skills development along with practical tasks required by the industry like, formal reports, letters, memos, telephone etiquette, presentations etc. Besides these, this kind of syllabus would focus more on developing the communicative competence of the students.

Lab Sessions

There is a lot of software available that deals with lessons in English grammar, listening comprehension, interview skills etc. For e.g.

Cambridge and Oxford Learners' dictionaries come with CDs that contain exercises in grammar,

English Grammar in Use

Clarity

Microsoft Encarta

Walden software etc.

There are also a number of videos on U Tube that can be used along with movies

All these expose students to the language as it is spoken by the native speakers and exposure is key to learning any language. Most of our students are exposed to English only in the classroom and once they are out they find no use for it as the others they know don't use it.

More lab sessions should be incorporated in the syllabus to enable effective learning of the language.

Testing

Testing should focus on testing the speaking skills of the students. The current system of written examination mostly tests writing skills and the test papers are designed to help students score marks easily. This kind of treatment lulls students into a false sense of security and they ignore learning English as a language that they require to get jobs and to survive in the job market.

Testing should evaluate how students perform in a given situation and also their functional English along with testing their knowledge of grammar, pronunciation, vocabulary and self expression.

Students' Opinion

Some twenty students of our college studying B.Sc and BBA second year were asked to give their opinion on the content of their English text books and what more they expect from their English classes.

Many students said that they needed:

More exercises in grammar maybe in the form of a workbook

More exercises in spoken English

More exercises in tenses

More exposure to the language in form of dialogues, short films, movies, conversation, discussions etc.

Tests to evaluate their speaking skills

Text book should have more interesting material to read

More stories with morals as well as a wide range of vocabulary should be included

More inputs on what they might require when they attend interviews or in their jobs

More opportunities for and inputs on self expression

More exercises and topics for presentations

My Experience as a Teacher

I personally focus more on the language than on just teaching the lessons

I have incorporated and use various softwares in the lab to give students more exposure to the language.

Invited people from the industry to give guest lectures.

Make students speak by giving them various speaking activities like:

Role play

Situational dialogues

Topics for presentation

Story telling

Recipes, etc.

I have also started a bridge course in spoken English after college hours to further enhance the speaking ability of our students.

I give inputs on what the industry needs and what the interviewers expect from prospective employees and train those who are interested accordingly.

CONCLUSION

Teaching English to meet Industry needs is the need of the hour. Just including soft skills in the text book does not really impart those skills. Rigorous training in soft skills not just in theory but in practice is needed. To impart these skills, of which communication skills is the foremost, the present syllabus structure needs to be modified to include various activities and real life examples. Students need hands on practice for and exposure to these activities. People from the industry need to be consulted for designing the syllabus that is both student friendly and industry friendly. This would make students industry ready.

Thus the need of the hour is designing specific courses to suit specific needs of the industry and teachers who are willing to adapt to these changes in the syllabus. Teachers should be willing to update themselves and collaborate with experts in the industry to frame new curriculum. They should have the necessary interest, expertise and experience to impart the new curriculum. In the absence of such faculty the managements of colleges should arrange experts from the industry to come and address the students on a regular basis. Industry and college managements need to collaborate to help students become efficient workers. Industry people should cooperate with educational institutions in training students.

"There is a need to integrate the education system according to the needs of the industry" said the chief secretary of Andhra Pradesh, Mr. Pankaj Dwivedi while speaking at the annual day event of CII- Confederation on Indian Industry. He urged the industry to play a proactive role in imparting necessary skills to people.

REFLECTIVE PRACTICE - THE KEY TO EFFECTIVE TEACHING

Dr. K.RAM CHANDRA

Professor and Head, Department of English, V.R. Siddhartha Engineering College (Autonomous), Vijayawada.

ABSTRACT

This paper aims at emphasizing the efficacy of Reflective Practice. Pedagogy has come a long way from 'METHODOLOGY' to 'Reflective Practice'. The current approaches to imparting learning are in favour of 'Reflection – in – Action' as advocated by Schon. Many teachers have been accustomed to spending hours utilizing a considerable amount of time and energy in the spells of 'Pre-class Preparation'. The question 'Do teachers consider the process of reflection a tool for improving their performance?' has attracted little attention. Hence, this paper aims at focusing on the need for undertaking Reflective Practice.

1. PRELUDE:

Academic endeavours can be considered to be fructified when they amount to moulding the potential human resources into skilled manpower that participates in productive activities, in turn contributing to the overall development of the nation.

"Thoughtful people in all walks of life are greatly disturbed by a progressive erosion of values and the resultant pollution of public life. It is therefore being urged that the process of education should be reoriented" (Challenge of education, a policy perspective, Government of India 1985) .Hence, the dissemination of knowledge shall be taken up on a more serious note assimilating the fact that education is not a sporadic process confined to the narrow constructs of the curriculum and the responsibility shall be shouldered by the teachers. In order to realize such Herculean tasks, they are expected to standardize their own methods, modes and approaches to teaching. Since teachers play a vital role in the teaching - learning process, they should always aim at upgrading their skills and performance which requires introspection and reflection on their own class room practices.

2 An overview of Pedagogy:

The researcher would categorically like to understand that the models of classroom teaching can broadly be classified into two genres in spite of several labels being accorded or different sub-models being envisaged.

1. *Applied Science model*
2. *Reflective model*

2.1 Applied Science Model:

The applied science model is the practice of teaching based on 'Received Knowledge of the Teacher'. This model is an endeavour to execute 'Documented methods' which have their basis in theory. Theory developed by someone and applied by someone else may not result in the proper application and sometimes the inadequacies of the model, if any, get reflected in the process of pedagogic execution. And hence, it is a separation between theory and practice.

In addition to the above, in most of the situations the academic processing gets underway utilizing a Text book, which may be a compendium, but the one that does not present itself to be a configuration. On the other hand, it may be a document confined to a methodology or a limited purpose. Teachers may be subjected to the professional compulsions like Completion of syllabus.

Another constraint worth mentioning is way the formative evaluation is undertaken. Many a time teachers are subjected to the predicament of encouraging mimicry memorization /rote learning out professional obligation In some of institutions, the ' lesson plan capsules' are prepared (rather by academic administrators)and teachers are expected to follow the directions without any deviation. The excessive dependence on Received knowledge through documented methods often leads on to stunted growth.

2.2 Reflective Model:

Reflective Model is founded on 'Experiential knowledge' which is derived from two phenomena according to Schon.

 a) Knowing in action   b) Reflection

Before undertaking an extensive study of the phenomena, certain observations on teachers and teaching may prove to be of immense value.

A) A Knowledgeable teacher possesses a wide knowledge about teaching.

Teaching is an intricate and a multi-dimensional activity. The teacher who has wide understanding and insight into the different components and knowledge of dynamics of teaching is better equipped to develop appropriate judgments and decisions in and while teaching.

B) Self – inquiry is a great source

For many of the teachers, classroom inspections by the administrative functionaries and academic expert are the principal sources of feedback on their teaching. Even though the observations of such academicians may be a useful source of information, teachers themselves need to examine their own teaching. Rather than banking to a large extent on experts' opinions, theories or external sources of information as a fillip for change or improvement, teacher's own observation through various strategies should form a sound basis for improvement.

C) Teacher is unaware of much of the happening as a conceptual process

Teachers on many occasions are unaware of the ways in which the teaching processes are on how they deal with many of the moment – to – moment developments that arise. This is perceived and experienced in many situations. Since many things happen in a classroom with heterogeneous setting, many times teachers may not be able to assimilate everything that happens and sometimes the teacher may not be able to rise to the occasion.

D) Experience is not the only tool or basis for growth

While experience is one of the most influential factors for teacher development, it shall be perceived as the only tool for professional growth. Many aspects of teaching happen in day to day teaching assignments, and teachers to be subjected to 'routine-ness' in administering strategies for handling these recurring dimensions of teaching. However, it can be understood that for many experienced teachers, many classroom practices are applied almost automatically and don't involve a great deal of conscious thought or reflection (Parker 1984). It is an undeniable fact that experience is the fundamental feature of teacher development, but in order to realize the fruit of real pedagogic development, such experience should systematically be channelised.

E) Critical Reflection broadens conceptual horizons

Critical Reflection involves examining teaching experiences as a basis for evaluation and decision making and a source for change (Barlett 1990, Wallace 1991). It involves posing questions about 'how and why things are the way they are?, what value systems they represent ?   When Critical Reflection is seen as an ongoing process and a regular aspect of teaching, it enables teachers to acquire more confidence in trying different options and assessing their pedagogic performance as presented by Richards,J.C   and   Charles Lockhart(1996).

3 THE REFLECTIVE PRACTICE

Reflective Practice is a mode that integrates 'thought' and 'action' with reflection. It involves thinking about and analyzing one's action with the goal of one's professional growth. In order to undertake reflective practice, individuals are required to assume the perspective of an external observer which leads on to identifying the assumptions and feelings underlying their practices and then to speculate about how these assumptions and feelings affect the practice (Kottkamp 1990, Osterman 1990, Peters 1991). According to Peters, the Reflective Practice "Is a special kind of practice that involves systematic inquiry into the practice itself".

The epoch making contribution of Donald Schon (1983,1987) advocated that learning is dependent on the integration of experience with reflection and of theory with practice. According to Osterman, in Reflective Practice, "Reflection is the essential part

of the learning process, because it results in making sense of extracting meaning from the experience. According to Schon, "….the stage is set for reflection when 'Knowing – in – Action' the sort of knowledge that professionals come to depend on to perform their work spontaneously produces an unexpected outcome or surprise. This surprise can lead to one of the kinds of reflection - Reflection – on – Action, which occurs either after the activity or by interrupting the activity. 'Reflection – in – Action' occurs during (without interrupting) the activity by thinking about how to reshape the activity while it is underway".

Kottkamp (1990) uses the terms 'offline' and 'online' to distinguish between Reflection – on – Action and Reflection – in – Action. Teachers shall equip themselves in such a way that they can address various kinds of learners. In the process of reflection, the styles of learning of the students shall be understood and analysed in a proper manner without subjecting themselves to subjectivity and in other words, it is to be understood that the process of reflection and the resultant analysis shall be objective enough. Though there are different classifications of learning styles, Knowles' (1982) classification has a fundamental rationale in it by being nearer to the Indian Scenario. **Concrete Learning Style**: **Analytical Learning Style**: **Communicative Learning Style**: **Authority - Learning Style**

The discussion presented above proves that documented methods are not sufficient to address to the needs, tastes, preferences and aspirations of all the learners. Teachers' belief systems are founded on the goals, values, beliefs that teachers hold in relation to the content process of teaching and their understanding of the systems in which they work and their roles within it(Jack Richards and Charles Lockhart 1996). Pragmatic processes of decision making and action develop the right "Culture of Teaching". Teaching cultures are embodied in the work related beliefs and knowledge teachers share i.e., beliefs about appropriate ways of acting on the job and rewarding aspects of teaching and knowledge that enables teachers to do their work (Feiman – Nemser and Floden 1986). Hence, a pragmatic culture of teaching can be realized through reflective practice only.

In their day – to - day practice, teachers make innumerable judgments of quality for which they may not able to state adequate criteria. It may not be an exaggeration to state that tacit recognitions and judgments form the criteria many a time. In reflective practice working with a background of "Received Knowledge" and "Previous Experimental Knowledge", as the teacher develops and refines his or her experiential knowledge by a process of professional practice and reflection on the practice. As the "Acquisition" and "Improvement" of Skills cannot take place in "Isolation" from the context, the reflective practice has to be considered one of the fundamental elements for a successful spell of teaching. As Zeichner(1992) puts it …. "Learning to teach is a process that continues throughout the career of a teacher and no matter what we do in our teacher education programmes and no matter how well we do such programmes, at best we can only prepare teachers to begin teaching".

4. CONCLUSION:

It can be understood that the teachers do not get favourable situations many times. Teachers have to create conducive learning environment in their classes, for which they should have reflection –on – action& reflection-in-action, both. When the teachers feel that their skills and performance shall improve naturally, they themselves will undertake a survey or an investigation into their own practices. Hence, first of all teachers should feel that their classroom interaction is the product of their inward thinking and activating their conscience when once teachers understand that pedagogic execution is not a one-to- one correspondence of pre-class preparation and classroom presentation. And, utterance by the teacher and comprehension of the student may vary because of various aspects that contribute themselves to heterogeneity.

Considering the above, it can be understood that the pedagogic expertise cannot be achieved overnight and simply by exposing teachers to theory or research, but comes about through teachers' constructing their own theories of teaching drawing on their knowledge, skills, training and their experiences of teaching. This is not to belittle the importance of "teacher education" but to state that Reflective Practice fortifies the ability of a teacher in delivering the goods. The process of critical reflection is certainly the strategy that goes a long way in moulding 'teachers' into 'Great Teachers', 'Informed Teachers' and 'Conscientious Teachers'.

REFERENCES

Barlett,L, (1990). Teacher development through
        Reflective Teaching .In J.C.Richards and

D.Nunan (eds), Second Language Teacher Education. New York :Cambridge University Press.

Challenge of Education, a policy perspective. (1985): Ministry of Human Resources Development, Government of India

Imel, Susa,. (1992): Reflective Practice in Adult Education, Eric Digest No.122

Kottkamp,R.B, (1990). Means for facilitating Reflection: Education and Urban Society 22 no2

Knowles, L, (1982).Teaching and Reading .London: National Council on Industrial Language Training

Osterman, K.F, (1990). Reflective Practice: A New Agenda for Education, Education and Urban Society. 22 No.2

Parker,W.C, (1984).Developing teacher's decision making. Journal of Experimental Education 52, 4.

Peters, J.Fall, (1991). 'Strategies for Reflective Practice' in Professional Development for Educators of Adults. New Directions for Adults and Continuing Education, No.51, Brockett(Ed). San Francisco : Jossey Bass.

Richards,J.C. and Charles Lockhart,(1996).Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press

Schon, D.A, (1983): The Reflective Practitioner: How professionals think in action?. London : Temple Smith.

Schon, D.A, (1987). Educating the Reflective Practitioner. San Francisco : Jossey Bass

Wallace.M.J,(1991).Training Foreign Language Teachers : A Reflective Approach. Cambridge: Cambridge University Press

Zeichner,K,(1992) .Rethinking the practicum in the professional development school partnership. Journal of Teacher Education 43,4

SIMPLE STRATEGIES FOR EFFECTIVE TEACHING OF ENGLISH AT THE UNDER-GRADUATE LEVEL

Smt. A.V.RAJYALAKSHMI
HOD of English, BCAS, Bapatla

ABSTRACT

Learning English language is highly needed for knowledge, employment and uplift of social status. Students in rural Andhra Pradesh join the degree college without the basic proficiency in English and leave the college without acquiring the communication skills to use in day to day affairs. The current state of methodology followed in teaching English is to be blamed. To teach required skills of English by making the learning interesting, simple strategies are suggested which include motivating the students by the teachers by adopting motivational strategies. Reading programmes are to be conducted for enhancing the communication skills. Increased use of humour in English class enlivens the students and the group discussions are initiated for the overall improvement of student's English language skills.

INTRODUCTION

The status of English in India is high among the elite. It is mostly used in formal domains such as education, government and employment. It is used as a medium for inter-state communication, press and broadcasting. The number of newspapers, journals and magazines in English is on the rise. The spread of English throughout India is encouraged, so that it will become a genuine link language of the country, not just as it is Language of the country, not just as it is at present, the link language of the elite. Therefore the underprivileged students in rural areas lie on the teachers of English at the degree colleges.

The Indians who know English are viewed as providing India with a comparative advantage and a functional knowledge of English will be important for many more Indians to meet the economic challenges of the present century. The need for English to improve one's social and economic position has had an impact on undergraduate education. In Andhra Pradesh as in other states of India, English is taught as a second language at every stage of education. Job interviews are carried out only in English. English has become far off from its original uses as the language of the government

Teaching English is more examination oriented. The rural students are intelligent but they suffer from low confidence in their use of English. Language labs are established in most of the colleges. English paper has two parts as theory and practical. In practical students are tested in speaking and listening skills Hence, it is high time to adopt simple and will know strategies for imparting effective teaching of English. The strategies like motivating the students, conducting reading programmers, using humour in the classroom and involving students in group discussions are to be used to the optimum which result in the effective learning of English as a language and the students would obtain the basic required proficiency in English as in their mother-tongue.

The Present Scenario of Teaching English in Rural Areas of Andhra Pradesh at the Degree Level Students of rural Andhra Pradesh joining the degree colleges come from the poor family background. Majority of them attend the classes with single notebooks which they use for all the subjects. Most of them do not buy the prescribed English text books. On the contrary, the teachers go to the classes with textbooks and teach through translation method. The use of mother tongue is useful as for as

the better understanding of the content of the text but not in acquiring the basic skills of English as the teachers are translating and explaining everything in the text in the mother-tongue. The use of two languages in the classroom can be done in such a way to provide comprehensible input in the target language. Hence, mother tongue should not be used extensively.

Our examination pattern is also responsible for the present condition. The students focus on passing the examination rather than learning the language. The students, who do not buy the textbooks, purchase the study guides and guess papers readily available in the market before the examination period. On the other hand teachers are interested in the completion of lessons prescribed in the text. They do not go beyond explaining the lessons in the text. The students show an indifferent attitude towards English partially owing to the approach of the teachers. Students lack motivation. Only devoted teacher can motivate the students. It is the teacher's ability to turn the intelligence of rural students towards learning English. The Hindu, Education Plus, Sep 01, 2008 published a news item titled "Rural students more intelligent than their urban counterparts".

Interactive sessions in English classrooms are not done often. Proper practice in using the English language is not given to students. Grammar is simply taught like Language in India mathematical or chemical formulas. Skills can be achieved only through practice, which is something we cannot do for the pupils. They have to do it for themselves (Bright and Ms. Gregor, 1978). But teachers can provide opportunities for such practices. Pair work and group discussions are not often followed in the English class fearing that class may become noisy. Language experts say that a noisy language class is a good and effective class. Another factor is that the students are not provided with adequate reading materials. Reading instruction in English is not followed. Most of the teachers feel shy to use humour in the class. Consequently, the English language class becomes dull, boring and uninteresting. Teachers attend the classes without much preparation of the topic to be taught thinking that teaching general English class is a child's play. They don't provide or extract the background knowledge of the topic. The students' curiosity to learn the language is missing.

Increasing the Motivation to Learn English

Teaching a second language to students in rural areas remains a great challenge because performance in exams is considered more important than for other purposes .Motivation is a crucial factor which interacts with other factors involved in the language learning process. Crooks and Schmidt (1991) and Gardener and Tremblay (1994) explored four motivational orientations: (a) reason for learning (b) desire to attain the learning goal, (c) positive attitude toward the learning situation and (d) effortful behavior. Identified the following factors that impart motivation in language learning:

1. Attitudes (i.e., sentiments towards the learning community and the target language)
2. Goals (perceived clarity and relevance of learning goals as reasons for learning) Language in India
3. Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
4. Environmental support (i.e., extent of teacher and peer support and the integration of cultural and outside of class support into learning experience)
5. Personal attitudes (i.e., aptitude, age, sex, and previous language learning experience) Based on this, believes that teachers are able to drive the students to learn the language and to sustain students' interest in language learning if they provide activities that are:

⬚ Interrelated between in– class and out of class language activities.
⬚ Communicative (game type) integrative (short/small activities form larger activities)
⬚ Pleasant, safe and non-threatening
⬚ Enthusiastic
⬚ Group–based
⬚ Meaningful or relevant
⬚ Challenging

These activities promote self-confidence, experience of success, learning satisfaction and good relationship among learners and between teacher and students.

Teachers must get motivated themselves to motivate the students to learn English as a language. They need to ponder over the motivational strategies and use them in every class they teach.

EFFECTIVE BUSINESS COMMUNICATION TO MEET INDUSTRY EXPECTATIONS

V. SANTHOSHI
ASST. PLACEMENT OFFICER
TRAINING & PLACEMENT CELL
NRI INSTITUTE OF TECHNOLOGY
POTHAVARAPPADU(V)
AGIRIPALLI (MANDAL).

T. VIJAYA SRI
ASST. PROF. OF ENGLISH
TRAINING & PLACEMENT CELL
NRI INSTITUTE OF TECHNOLOGY
POTHAVARAPPADU(V)
AGIRIPALLI (MANDAL).

ABSTRACT

At the outset the paper tries to discuss the significance of effective communication in the world of business. The primary objective of any business organization is met only when the communication is transparent and formal. The need for specific and precise communication in the corporate structures is discussed in detail, besides the key role played by written communication and presentation skills. The paper throws light successfully on the importance of effective oral correspondence of the people of the organization apart from the skillful written abilities like making and taking notes, writing reports, memos, agenda, minutes of meeting, etc., Highly skilled and vibrant presentations besides challenging demonstrations as a part of launching new products is the need of the hour in many organizations. The paper comprises a crystal clear version of the role played by marketing executives, their energitic and dynamic abilities in promoting their contracts, etc., It brings to light a clear depiction of the need of the people to use suitable vocabulary during their day to day transactions with clients both native and abroad. The paper concludes by focusing specifically on the dynamic but constructive role of the HR personnel in the substantial process of recruitment which is the most important step in the organization's march towards success.

"Say what you mean, and mean what you say, but don't say it means!"

Bernard Shaw's 'Pygmalion' shows how Englishmen wish to give more respect to the language of English. He wanted the Englishmen to teach their children as to how to speak the language properly. The story of Pygmalion is now best known through its musical version, namely 'My Fair Lady'. This story is about Eliza, a flower-seller and the attempts of Professor Higgins to teach Eliza how to speak proper English so that he could pass her off as a duchess in the highest society. To the undiscerning in the modern age, the story looks like more of a rags-to-riches story when it is not so. It is all about the importance of English in the higher society even in the western world!

Importance of the English Language

A language is a systematic means of communication by the use of sounds or conventional symbols. It is a communication by word of mouth i.e., power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. It is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. According to the view of a few linguists 'the more one is exposed to the use of

language, the better one learns'. Voice accent has become very important in this world of globalization. If you have a good Voice Accent, you can be very successful in the western world. The key to being successful in the USA is to have a bit of common sense, look at things from a macro level, do your homework well before going to meetings and talk English the American way. Even in India, the official language of the corporate world is English. A guy can make rapid strides in the management ladder only if he can speak English fluently. Your productivity will drop over a period of time since you will find difficulty in expressing your brilliant ideas.

The Importance of Communicative English

In the present global scenario, the importance of communicative English is beyond any doubt. English is commonly used as a medium for the communication of information and news. Three quarters of all telex messages and telegrams are sent in English. Eighty percent of computer data are processed and stored in English. Much satellite communication is carried in English. Five thousand newspapers, more than half of the newspapers published in the world, are published in English. English is a major language of international business, diplomacy, and science and the professions. English is an official language of many international organizations, including the United Nations and many professional organizations. It is frequently the language of international conferences. People who speak English have a certain status in society. Now Standard English is taught in schools in many countries of the world because it is necessary for careers. So being proficient in communicative English is a must. While English is not the most widely spoken language in the world when you look at it in terms of the number of native speakers, it is the world's most prominent language. When we look at the importance of English for International Business, we must look at more than just the number of people who speak it. English is the ideal language for many governments around the world. There are a number of powerful tools that have allowed more people to learn English than ever before. Internet is one such tool.

Importance of English for Business

In the early 21st century, many companies understood that they can cut their costs of production by sending their jobs overseas i.e. "Outsourcing or Off- shoring" or bringing immigrants into the country on work visas. For someone living in a country where English is not the native language, they will need to master this language if they wish to travel there and find a high paying job. Thus it is very much obvious that learning how to speak English opened up a large number of doors, 'doors' that would normally be closed.

The Importance of Good Business English

No matter what your country's official language is; most business communications these days happen in English. Globalization has helped businesses of many economies and also elevated business English to a new level. It is important for one to know business English to communicate with international clients comfortably. Most organizations have realized the importance of investing in teaching business English to key personnel and executives. While you can learn to use business words on your own with practice, to speed up the learning of business English there are many certified programs available. Most of the programs aim at improving the knowledge of business terminology as well as increase the number of business words one knows.

Perfect Writing

Business English is the language for communication over emails. A certified program will introduce you to different kinds of standard business letters. Once you understand the use of each kind of business letter, it will become easier for you to choose the best style of communication for the right occasion. Business English is not about being formal but being able to understand the use of formal and informal expressions in the correct manner. Grammar is also an important element of business communications.

Effective Speaking

Business English is also not limited to written communication. It also involves social conversation and telephone etiquette. Accent is not as important as the use of correct and fluent speech. Improving the fluency of spoken business English will also help you in written communications. Use of proper expressions and idioms and phrases will boost your business communication.

Active Listening

Another key element of business English is to understand what others are saying. If you are having troubles understanding speech and often need to ask others to repeat what they have said, it indicates that your business English needs improvement. Programs aimed at improving business English also focus on improving listening comprehension. When

in business, it is critical you understand what your customer says. After all, in business, customer is the king.

Suitable Vocabulary

Vocabulary is the building-block of any language. As you embark on the journey to improving your business English, focus on improving your business vocabulary. As you learn more business words and business terminologies, you will notice a considerable improvement in your business English. Along with learning new business words, it is also important to learn to apply them correctly. Practicing writing letters, simulating realistic business environments, and improving your speech, will all help in applying the new business words you have learned.

Corporate Training

Choosing a trainer that will improve one's business English is to be done carefully. While most programs offer the same elements, the skill and experience of the trainers will make a difference. Most programs offer good training material but do not really focus on application. Business English can be improved only by practice. There is absolutely no use just learning new business terminology if one does not know how to use them. A really good program will help one practice the newly learned words and terminologies by simulating business environments. It helps us perform better in the day-to-day business chores. As we learn the nuances of business English, we will find it easier to read and write contracts or send bad news in the most polite manner. Even if our organization does not take efforts in increasing knowledge of business English at an institutional level, it is worthwhile for us as an individual to invest some time in improving our business English communication.

Influence of Internet

Institutionalized learning is successfully replaced by the wide spread of Internet and its various applications. As it is an invention in the West, English is inherently built into it. The advent of online universities enabled more people access it across the world and get benefited. The world became a small place as people in various quarters of the world are able to come into contact in a few seconds. All types of communication could be done through internet by the simple feather touch. The self explanatory module in the computer is an added advantage to a new learner which enables him master the usage of the same in no time. The small

box on the tables, on the laps and on the palms is creating wonders each minute and might create many more in the days to come.

Powerful Advertising: A Motivation

If you want more effective advertising, you need to motivate your customers to jump into action. You need to make your customers squirm, or wince, or laugh, or cry. You need them excited, exhilarated, and ready. Let them feel the danger, Fear, Heat, Hunger, Pain, Desire, Life, Death, and so on. Stoke them up, and then tell them how to get what they want. Fulfill that desire. Quench that thirst. Eliminate that pain. Easy, Fast, and Free. That's how you get more effective advertising. Your words are what will get you new clients. Your words must generate an emotional response in your reader. Generally, human beings respond to specific motivations. The strongest one is fear. From a little dandruff on the collar to a full-blown heart attack, advertisers use fear to motivate because it works. You want a basic motivator working in your advertisements. Fear, social acceptance, greed or economic gain, health, beauty, freedom, and many other basic emotions are the building blocks to more effective advertising. Use emotions in your advertisements to bring more people into the unbearable effect.

Advertising tips:

Now let's look at some of the success foundations of advertising. The six 'rules' which apply in the promotional mix are very useful in any media.

Rule 1: Get into the mind of the buyer
Take time to understand the buyer. What is it that they really want? How do they describe it? What are their real needs? You can find out by talking to them, conducting surveys, or becoming a buyer yourself. The seller and the buyer are looking through different ends of the telescope. You must learn to see things from the buyers' point of view.

Rule 2: Follow the AIDA model
Have you heard of the *AIDA* model, from the world of advertising? It stands for: **Attention , Interest , Desire , Action.** It is the sequence of events that a customer goes through, before he or she makes a purchase. An effective advertisement must generate *Attention*. This is usually done through a combination of headline and image. What sort of photographs and illustrations does the advertising industry use? Well, certainly not boring ones. They must go on to create *Interest* in the reader/viewer. From this position, *Desire* for the

product or service is built up, until *Action* is taken - i.e. a request for further information.

Rule 3: Talk in the language of benefits
Benefits are the real reasons that people buy things. For example, what do hand held drill manufacturers *really* sell? The answer is Holes. What do supermarkets sell? Convenience. What do expensive sports car manufacturers really sell? *Think about it* (and it's not just a quick means of getting from A to B, either). Always focus on benefits in the mind of your buyer.

Rule 4: Test different headlines
Research has shown that at least five times the number of people will read your headline as opposed to those who actually read the body copy. So headlines are worth sweating over. Headlines should offer a benefit; be direct; arouse curiosity; and be up to a dozen - or more - words long. Once they have seen your advertisement, readers are just as likely to read a dozen words as they are to read three or four. (However - the first three or four words in a headline are the most important). David Ogilvy, the famous advertising guru, used to write up to 16 headlines every time that he wrote an advertisement. Either you or your copywriter should do the same thing. In addition, try testing different headlines in otherwise identical advertisements. Usually, one of the headlines will outperform the others by a clear margin.

Rule 5: Two thirds of people think in pictures
Should you use photographs, illustrations and other images in your advertising? The answer is, space permitting, a resounding "Yes". The first reason for this concerns the right side of the brain (which processes images). Pictures are hugely important to human beings. So much so that research by Bandler and Grinder, the founders of NLP, has shown that some two thirds of human beings primarily understand the world around them through images. Think about this for a moment. Two thirds of people won't believe you until they have SEEN what you mean in your advertising, as opposed to just telling them, via the words within your advertisements. The second reason why you should use images is that they catch the eye as the reader scans the page. The problem is that we are surrounded by so many marketing messages, that unless your advertisement 'jumps out' in some way - it will be overlooked. One of the best ways of doing this is through the use of an image.

Rule 6: Write body copy which sells
'Body copy' means the words in your advertisement - excluding the headlines. Always remember that advertising is 'salesmanship in print'. Therefore:

- Open with an enticing sentence which will draw the reader into the advertisement. Jane Austen, Dickens and Tolstoy would have made great copywriters. For one thing, they always started their novels with an intriguing opening.

- Spend a lot of time fretting over the first paragraph. If you can make the reader want to read beyond this first paragraph, you will get much better results. I have seen different research on this point - but most experts seem to say that only 10% or so of people will read beyond the first paragraph. However - these 'chosen few' are in the market (or soon will be) for whatever you are selling. So you must get them hooked right there - at the beginning!

- Use short words, short sentences and short paragraphs. You may be an exceptionally intelligent individual, with extraordinarily developed cognitive capabilities. My advice, then, is to keep this to yourself and KEEP YOUR ADS SIMPLE AND TO THE POINT!

- Always give people lots of reasons to buy from you and talk about benefits, not features.

- Make it easy for them to contact you (in several different ways).

Advertising copywriters know that there are certain words which have a magical effect on people. If you use these words in your headlines and opening paragraphs, your ads will pull a better response: Free, New, You, Yes, Discover, Benefit, Money, Guarantee, Secret, and Proven. *Yes* I know that these *proven* words have been used by advertisers for a long time! That's because they work. See whether they can *benefit you*, and help you to make some *new money!*

Importance of Business Letters and Business Emails Memo writing

In an organization, for its smooth functioning, communication is very essential. Communication is done with external target audience through the means of mass communication, and with the internal target audience is done through all those

means that can persuade and encourage them and help in the functioning of an organization. Internal means of communication includes e-mails, letters, journals and business memos. Memorandums (memos) are a very easy way to disseminate information to employees within the organization. Memos are less formal than letters. However, they should be carefully planned to include right choice of words, to ensure a conversational but professional tone is used, and to determine who needs to receive a copy. One can write the memo in the first person and use ordinary words to create a friendly conversational tone. However, abstain from being critical or negative, and leave out anything that should only be told in private.

A business memo is a formal message that is written in conventional and standard form. Usually it is addressed to the members of an organization, who have to fulfill a specific need. Definitely the writer writes it with the expectation of receiving a response, so as to solve a problem and use the information received for appropriate decision making. Business memos serve different purposes too likely they help in describing what the problem is, can be in the form of a request for something specific, and can be an explanation of company's policies, instructions or guidelines. They can be used to invite people to attend conferences give clarifications and feedback too. In other words business memos help in saving time by providing an opportunity to avoid oral discussions in many situations. Business memos can follow any channel of communication i.e., upward downward and horizontal channel of communication. Down ward memos as the name indicates while upward memos are sent to subordinates to their respective seniors. Horizontal memos are sent to the people at the same level in terms of hierarchy being followed in the organization. Memos follow the same writing principals as are abide by for writing business letters.

However, unlike letters, which can be used for external public as well, memos are meant for the internal public and are less formal comparatively. They are in comparison to letters, less structured and follow a dialogue or conversational style writing. Business memos are concise, have unity of theme and clarity and are divides in five categories namely a headline, date time and designation

Parts of a Memo

- **To:** This includes a list of all the people who will receive the memo. The names usually appear in order of seniority, where the most superior person comes first on the list. It is best to list full names and titles although in a smaller set-up using only first names may be acceptable.

- **From:** This will list the name of the sender or senders.

- **Date:** State the exact date when the memo is being written, including the day, month and year. Use business English and abstain from the use of short forms.

- **Subject:** This states the reason for the memo and should not exceed one sentence.

- **CC:** This will mention the names of the people who will receive this memo but will not be expected to carry out the action. This is generally used for superiors who need to be informed of the intra-office memos even if they are not directly concerned with them.

- **The Body:** The main copy will give a list of facts and discusses the issue. The facts have to be explained in a manner that is relevant to the recipients so they know exactly how they benefit or lose in regards to the given piece of information. Though the memo looks like a short piece of text you cannot overlook proofreading /using a grammar checker.

- **Conclusion:** State the specific action that needs to be carried out.

A company letterhead, printed form or plain typing paper can be used. The heading includes:

Date: (Date of the memo) (Double Space) **To:** (Person or persons to receive a copy) (Double Space) **From:** (Your name and title Sign your initials after your name before giving out the memo and copies.) (Double Space) **Subject:** (Write a brief title of what the memo is about. The topic serves as a guide for action needed and easy filing.) (Skip 3 lines - start message) Even though the purpose of the memo is stated in the subject line, repeat the purpose in the opening line of the body to help the reader stay focused. In the body expand the reason for writing. Explain and discuss the subject, remembering not to crowd the writing. Place all charts and graphs in the body. To conclude the message, summarize the main points or with the message "do you agree?".

Agenda

An agenda is a list of meeting activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be considered. It may, but is not required to, include specific times for one or more activities. An agenda may also be called a docket.

Preparing an Agenda

An agenda gives direction to any meeting or project. It is one of the most important steps of any kind of business writing and is also a great way for an individual to improve their business writing skills. The goals of the agenda appear at the beginning of the list.

- Define the focus of the agenda in one line.

- Predict the outcome for every goal that you have laid out. This will act as incentives for employees.

- Prepare activities and strategies around the goals you have mentioned. You should also discuss the time allotted to every activity and the person leading every activity. The agenda should include all details pertaining to the logistics of the meeting and details of previous meetings so that participants can come prepared. A list of "what to bring" can be an important pointer.

- Prepare travel and transportation details, which are especially important for out-of-town participants. In this case mention all accommodation details, important telephone numbers and entertainment arrangements.

- State all points in short sentences and Business English. The agenda should be sent at least a day prior to the meeting to all the participants. This can be followed up with an email confirmation or phone call confirmation. The agenda should incorporate time for evaluation, questions and feedback at the end of the meeting. An online grammar checker will ensure that there are no minor errors that may have been overlooked within the text.

Minutes of Meeting

The corporate and business world can never be complete without internal company and board meetings and meetings between the representatives of companies. When meetings are concerned, companies cannot afford to just have meetings and remember what important things were discussed in each and every one of them. Taking minutes or notes of what all that passed in a meeting, consequently becomes very important. In case you

have recently ventured in the corporate world, perhaps you would want to get some dope on the format of minutes of meeting. This might come as a bit of surprise, but it is a fact that there is no hard core and standard format for a minutes meeting. It depends on the particular organization. However, having mentioned that, there is a basic structure to the meeting which is almost standard. The imperative constituents of a meeting minutes format are -

Name of the organization/business, Name of the meeting, Objective of the meeting, and Designations and names of the participants, presenters and speakers and the attendees.

In case of big meetings with a number of speakers, it is impossible to take down the minutes manually. At that time, minute formats prescribed by specific meeting software can be used. That makes the work easier and faster. Subsequently, meeting minutes examples can vary from one company to the other, as they are as per the company's requirements.

Email

The rise of email as a communication tool has been critically important in the business and commerce world. It allows for instant dialogue between colleagues, clients and contractors, and it's also free. For many companies, the wide reach of emails has allowed them to access a client base far larger than ever previously conceived, thus providing the potential for increased revenues. Where paper copies of important correspondence and documents can easily be lost, every email sent and received is stored electronically, reducing the risk of accidental loss and providing a company with records of transactions made, orders raised and other important conversations that may need to be retained for future use. Similarly, business communication through emails also should be very clear and communicative encouraging customers to contact company for purchasing various products. Communication through emails should be professional and friendly to enable the customers to understand about the business and products.

It flows in different directions within the organization. No manager can be effective in his job unless he is able to communicate. It is therefore apt to call communication is **"the life blood of any organization."**

The Need for developing good skills

In a few short years, the students of today are going to be entering a work atmosphere that will be more

competitive and demanding than it is right now. Many of these students will study hard and get really good marks but they may still suffer in one regard. Many of them have really poor language skills. If anyone has any doubts about this then a quick look at some of the social networking sites will confirm the fact. The situation causes a breakdown in communications and the worst scenario is that students/people with poor language skills may not get the clients or customers they hope for as their poor language turns people off.

What is really needed is an immediate improvement in the language skills that students leave schools/colleges with. The sad part is that the new trend of making short forms for anything and everything is not helping the situation at all. What needs to be remembered is that if you go to someone and say, "Good evening, myself (your name)," then you are loosing out because companies, clients and sometimes even future employers are influenced the most by the first impression you make on them. Were you to make statements like these then you have already killed 20% of the chance you had of success. The bright side to this unfortunate situation is that all is not lost. If you wish to, you can improve your language skills really fast.

Take an interest: Most of the times learning suffers because the student is not willing or considers it an irritation to study language. But, without a language one can not communicate effectively. This is not the Stone Age and we can not say everything with just pictures and gestures. So the smart thing to do would be to take an active interest in the language. Learn a bit about the language and the people who speak it. This background research will help you understand the language better.

Dictionaries: These will be our best friends while we try to learn a language. It is better for us to keep a dictionary that has translations from the language you speak to the one you are learning. In most cases these dictionaries also contain a few pages about the grammar of the language and can prove to be very useful when we need to take a quick look at the grammar.

Read: Once we have learnt the basics of a language and developed some rudimentary skill with it, we already know enough to venture out on our own so what we need to do is get some reading material. The best thing to start with is graphic novels, or comics, because the text accompanied by the

pictures will help us understand the situation and what is being said. Once we are proficient in the basics and have learnt more of the language we can graduate to novels. The dictionary is to be kept next us for any reference every time we come across a word we don't understand. Good things to start with are the classics.

Speak: Just being able to read a language is not enough to gain proficiency in it. You must also know its verbal form. In some cases the way sentences are written is different from the way they are spoken. To become proficient in the verbal form of the language the best thing to do is to speak to someone who knows the language well. Once you have found such a person try your level best to restrict your conversation to the use of the language you are learning.

Watch/listen: Another way you can improve your language skills is to watch movies or listen to songs made in that language. The interactive nature of these two will again help you understand the subtleties of the language. However in this regard it would be advisable to seek guidance from a teacher or someone who knows the language well while choosing the movie or the song as not all movies and songs are conducive to learning.

Analyze: This was a technique that we were taught when we were in school. When we come across a word that we don't understand then before we lunge for the dictionary try to discover the meaning of the word based on the way it has been used and once we have decided on a meaning then compare it to the meaning given in the dictionary to see if we were right or wrong. This will develop analytical skills and enhances ones' understanding of the language. Every time we get a right answer it will also work to boost our confidence in our ability to learn.

Slang: Social networking today has sparked a trend that tends to abbreviate and twist a language into new forms. An example of this is English. Instead of asking, "Where are you?" people ask, "whr r u?, 'dis' for 'this' and 'da' 'the', 'thankx' for 'thanks', 'gr8' for 'great', etc,. No need to stress on how important it is for us to avoid using these tempting forms of the language.

If we are to gain any level of proficiency in any language then these are the things that we need to keep in mind. Learning a new language is not an impossible task. It is, in fact, easy and can be a lot of fun. Proper body language associated with effective

speaking manners is the secret of success in today's world of business.

Web Links:

www.buzzle.com/articles/effective-bus

www.1000ventures.com/business_guide/c

www.klariti.com/business-writing/10-T

www.suite101.com/content/tips-for-eff...

http://bizcovering.com/business/importance-of-business-letters-and-business-emails/

http://www.bestindiansites.com/business-writing/

http://books.google.co.in/books

Books:

1. Let's Talk Business   -   Joni Vetrano, Elizabeth Whalley, Laurie Blass
2. Business Communication   -   Urmila Rai, S.M. Rai
3. Business Communication   - R.K. Madhukar

TEACHING ENGLISH FOR INDUSTRY SPECIFIC NEEDS

M. INDIRAMMA, VIJAYA LAKSHMI,

Lecturers in English Deportment, Govt. college for women, Guntur.

English has become the internationally accepted language of almost all the fields of knowledge. Depending on their specific needs and requirements, new learners who knew specifically why they need English are created. In some cases people with inadequate proficiency in English need to be taught to handle specific jobs. To fulfill the needs of these new learners' new specific courses were designed and introduced. ESP is one of these specific courses. From early 1960's, ESP has emerged as one of the major areas of EFL teaching today. Various universities across the globe are offering a number of ESP courses nowadays. Examples: English for Chemists, English for Educationists, English for Advertisements, English for Media, etc.

ESP means English for specific purposes. The field of ESP has rapidly developed recently to become a major part in English language teaching and research. Therefore, the needs to understand the requirements of other professions and willingness to adapt to these requirements make a specific group of learners prepare differently from those learning general English, because they need English for specific purposes rather than using it in daily life. Thus the ESP approach provides opportunities to the learners to acquire English naturally, which means that, by working with language in a context that they comprehend and find interesting.

Characteristics of ESP:

- o Meets specific needs of learners.
- o Makes use of underlying methodology and activities of the discipline it serves.
- o Is centered on the language appropriate to these activities in terms of grammar, lexis, syntax, study skills, discourse, and genre. May be related to or designed for specific disciplines.
- o ›May use, in particular situations, different methodologies from general English.
- o Is likely to be designed for adult learners, either at an institute or at a work place.
- o Is generally designed for intermediate and advanced students.
- o Most of the ESP courses assume some basic knowledge of the language systems
- o ESP is an approach to teaching.
- o ESP is an attitude of mind.
- o ESP is concerned with turning learners into users.
- o ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason of learning.

Types of ESP: David Carter (1983) identifies three types of ESP -

- o English as a restricted language, e.g. of a pilot, or a waiter.

Only used for specific contexts. Knowing this type of English may not help to communicate effectively outside the specific context. The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement. The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such

restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

> o   English for Academic and Occupational Purposes.

1.   English for Academic Purposes (EAP), e.g. English for medical studies:

EAP is taught generally within educational institutions to students requiring English in their studies. The language taught may be based on particular disciplines at higher levels of education when the student is specializing (in study) or intends to specialize (pre-study) in a particular subject. In cases such as an overseas student studying in university level, the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the student's English course. Frequently in such a situation it is common to find the aims and methods of the English language department at variance with the requirements of science and technology departments, the former still concerned with drilling conversational English and manipulating structural patterns while the latter require swift and effective reading skills. However, in these situations, there is a need to see the role of English basically in terms of its providing accessibility to knowledge contained in textbooks, periodicals, and journals, reports, and abstracts. Further they will have to involve in presentation of new knowledge such as papers, university theses, longer reports, articles in scientific journals, and others.

2.   English for Occupational Purposes (EOP), e.g. English for Technicians:

EOP is taught in such a situation in which learners need to use English as part of their work or profession. There will be differences in such courses depending on whether the learners are learning English before; during or after the time they are being trained in their job or profession. The content of an English program for someone actually engaged, for example, on a secretarial course - with its acquisition of practical skills and theoretical knowledge - is going to be different from a program for someone who is already a qualified secretary but now needs to operate in English.

> o   English with specific topics.

o This type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings. Uniquely concerned with anticipated future English needs, e.g. Scientists requiring English for postgraduate studies or attending conferences.

Selecting material: Choosing ESP materials determines the running of the course and underlines content of the lesson. Good material should help teacher in organizing the course or what is more it can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Materials are also a kind of teacher reflection, "they should truly reflect what you think and feel about the learning process". (Hutchinson and Waters, 1992, p 107). Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g. reading, listening, vocabulary etc. Materials should also function as a link between already learnt (´existing knowledge´) and new information. Concerning the selection of ´General English´ material and ´ESP´ material some

Criteria must be matched as well. Language teacher is responsible for selecting an

Appropriate text that contributes to students´ effectiveness that means he or she should

Pay attention to suitable criteria for its choice. Wallace (1992, 9.1) suggests those main

Criteria:

Adequacy - should be at the appropriate language, age level.

. Motivation - should present content which is interesting and motivating for

Students work. It goads into students effectiveness, interest and pleasure of work.

. Sequence - it is important if there is some relation to previous texts, activities,

Topics not to miss the sense of a lesson.

. Diversity - should lead to a range of classroom activities, be a vehicle for

Teaching specific language structure and vocabulary and promote reading

Strategies.

Acceptability - it should accept different cultural customs or taboos.

Types of activities with text: Text as a learning material can be used for learning and practicing wide range of skills. In ESP course it can be source for new vocabulary, communicative or reading skills. To make working with a text as much effective as possible it is necessary to involve all students´ skills. It is preferred to combine working with printed text with listening to audio- cassette or video-cassette that means receptive with productive activities. Concerning the ESP activities it is necessary to keep in mind the context that should be consistent with studying subject matter.

Creating a learning environment – motivation: This criterion is very important which should be applied during such courses. Creating a positive learning atmosphere in the classroom is a primary step for achieving setting objectives and goals. It makes teaching and learning more pleasant for both sides of the process, for a teacher and a learner, and it supports students in their work. Creating a positive learning atmosphere is closely linked with motivation. Motivation is also an important and a necessary part of students´ work that affects their future success or failure. It is a kind of inner motor that encourages us to do our best to achieve a satisfactory goal in our activity. Harmer describes motivation as "some kind of internal drive that encourages somebody to pursue a course of action"(Harmer, 1991, p 14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim.

Conclusion: The special attention to organizing ESP course and selecting material as an important phase to fulfill its demands and to achieve satisfying goals in ESP process of learning. Moreover, the role of ESP teacher is studied in details and it seen as more complex and more responsible than teaching General English. The ESP teacher is more than e teacher, and he or she is rather a "practitioner" who apart from teaching, provides material, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and the

students. The teacher`s role is also to organize the class, to be aware of the class objectives, to have a good understanding of the course content, as well as to flexible and willing to cooperate with learners and have at least some interest in the disciplines s/he is teaching.

SCAFFOLDED READING: STRATEGIES TO IMPROVE READING COMPREHENSION

Syed Mir Hassim[1], M.Revathi

[1]Lecturer in English, S.G.S.College, Jaggayyapet, Krishna Dist. Andhra Pradesh
[2]Asst. Prof. of English, Gandhiji Institute of Science & Technology, Jaggayyapet,
Krishna Dist. Andhra Pradesh

We mostly remember the adventures that lived and breathed between the pages of a really good book when, as a young reader, we would have slipped away undiscovered into our own magical world? Our favorite works were Charlotte's Web, Arabian Nights, Huckleberry Finn, Arthurian Legends, and, later, the timeless tragedy of William Shakespeare's Hamlet. It is no surprise that many of us who loved such adventures grew up to become tomorrow's English teachers and writers. The surprise comes when we discover how many of our own students struggling readers are.

But surprise need not lead to a permanent state of frustration. By scaffolding reading instruction with various strategies, one can improve the reading abilities of most students, and we will begin to hear struggling readers say things like "I remember every part of that story!" The key is to apply reading strategies persistently and imaginatively. Speaking of imagination, let's indulge for a moment in a bit of guided imagery. Let's now picture a beautiful, majestic cathedral soaring upward. Then let's visualize restoration experts at work on that architectural wonder, identifying the problems that need correcting and building a scaffold next to the structure so that they can interact with it at different heights. In a similar way, English teachers build a scaffold for struggling readers so that they can interact safely and securely with the text.

MOST EFFECTIVE STRATEGIES:

Theoretically speaking, if the daily reading curriculum uses research-proven methods, students should develop skills for comprehending the text. But we may be wondering which strategies are the most beneficial. The eight most effective strategies detailed below would answer this question.

• Comprehension monitoring
• Cooperative learning
• Graphic organizers
• Story structure
• Question answering
• Question generating
• Summarization
• Multiple Strategies

PRACTICAL APPLICATIONS OF READING STRATEGIES

Comprehension monitoring

Reading activities can be divided into three categories, depending on when they take place: pre-reading, reading, and post-reading.

Pre-reading: Collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook or on flash cards. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

Reading: Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension questions, they can answer these questions as they read.

Post-reading: Summarizing (see below) is an effective strategy that can take many different forms.

Cooperative learning:

Cooperative learning is a strategy that maximizes student engagement, reduces class tensions, and promotes student learning. Typically, students work in groups of four. If we plan to use cooperative learning frequently in classes, considering arranging our classroom to facilitate learning in small groups.

The following are examples of how students can work cooperatively to learn more about a narrative work of literature:

• Each group uses a plot diagram to locate and summarize a stage of plot development.

• Groups conference briefly with the teacher to ensure their answers are correct.

• Students reassemble into new groups comprising one "expert" from each of the previous groups.

• These new groups pool their expertise to fill out every stage of the plot diagram.

• The session concludes with a class discussion of the novel, short story, play, or narrative poem.

Graphic organizers and story structure

Graphic organizers, which provide a visual map for the reader, can be placed next to the text as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

Comparison/Contrast: These organizers can help students consider the similarities and differences between stories, plots, themes, and characters. An example of such an organizer is a

Venn diagram (PDF), which consists of interlocking circles or ellipses. The area common to both circles shows similarities between two items, while the areas unique to each circle show differences between the items.

Hierarchy Diagram: This graphic organizer can assist students who are reading informational texts of all kinds, whether related to language arts or to other content areas. The hierarchy diagram (PDF) offers the opportunity to apply literary terms to the reading, make connections between the parts of a concept, or analyze the author's craft. For example, we can consider placing characterization at the top of the graphic organizer as the overarching concept. The next level of this graphic organizer can then be assigned to characters, and the last level can deal

with methods of characterization, including the use of dialogue, author description, and action.

Matrix Diagram: This organizer is effective in representing comparisons and contrasts. For example, students can use the matrix diagram (PDF) to compare and contrast the styles of various authors by entering key elements of style at the top and then filling in the lower cells with the similar or different approaches of the authors they are considering.

Question answering:

The typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns using story stems to quiz one another on the reading.

The following are examples of typical story stems:

• Explain why….

• Explain how….

• How does…affect…?

• What is the meaning of…?

• Why is …important?

• What is the difference between … and…?

Question generating:

Students can write questions about the story as a post-reading exercise. These questions can then be integrated into formal tests or informal questioning games. You might want to suggest that students generate questions by adapting sentences from the text. Students can also generate questions to identify their own uncertainties about the text. They can then try to answer these questions by consulting us or other students.

Summarizing:

This is an effective strategy for readers who have difficulty remembering and writing about what they have read. A summary can take many forms, including travelogues, journals, double-entry journals, and letters. For example, students can create a travel itinerary that summarizes the action of a narrative, can write a journal from a particular character's point of view, can set up a double-entry journal about the theme of a work, or can summarize events in a letter that one character writes to another.

Multiple Strategies:

This strategy addresses individual learning styles by having students use different media—such as text, images, or video—to analyze or comment on a work of literature. For example, readers can follow a procedure like this one:

• Begin analyzing a story by using a worksheet listing the elements to be identified.

• Use word processors and instructional software to create and fill in graphic organizers with clip art and fields of text.

• Refer to worksheets for definitions to be added to electronic graphic organizers.

If students have access to video cameras and editing software, they can also create videos that offer commentary on a literary work.

SUMMARY:

Scaffolded learning experiences can support and improve the performance of students before, during, and after reading. Such experiences help students develop essential skills for understanding and extracting meaning from text and boost their performance on reading comprehension assessments. In addition, students who benefit from scaffolded learning are better able to function as independent readers and to express ideas in a variety of ways.

RESOURCES:

1. International Reading Association. 1996 Summary of the (U.S.) National Reading Panel Report *Teaching Children to Read* http://www.reading.org/advocacy/nrp/index.html

2. Graves, Michael and Bonnie. *Scaffolding Reading Experiences: Designs for Student Success*. Norwood, Ma.: Christopher Gordon Publishers, 1994.

3. Hill, Bonnie, Nancy Johnson, and Katherine Schlick Noe. *Literature Circles and Response*. Norwood, Ma.: Christopher Gordon Publishers, 1995.

4. Keene, Ellin Oliver and Susan Zimmermann. *Mosaics of Thought: Teaching Comprehension in a Reader's Workshop*. Porstmouth, N.H.: Heinemann, 1997.

5. Tama, M. Carrol and Anita Bell McClain. *Guiding Reading and Writing in the Content Areas: Practical Strategies*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1998.

6. Zemelman, Steven, Harvey Daniels, and Arthur Hyde. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, N.H.: Heinemann, Second Edition, 1998.

TEACHING ENGLISH FOR INDUSTRY SPECIFIC NEEDS

Dr.B.V.V.PADMAVATHI

Asst.Prof of English, VR Siddhartha Engineering College , Kanuru, VIJAYAWADA.

ABSTRACT

English language teaching has become very important because of the global status of English and people all over the world are learning this language. Communicative Language Teaching Methodology, being a modern and effective method of language teaching, has been implemented in many contexts of EFL/ESL teaching including ESP classes. The industry is one of the largest components of the global economy. The rapid development of the industries can directly affect language needs. Employees of the industry have the necessitate to communicate efficiently with English-speaking customers.

The aim of this paper is to establish the presence of a favorable environment for modernizing English language teaching for industry specific needs by implementing CLT as a method of language teaching. This modernization is important to make ELT more effective in different fields of study to make students competent in English language. This is because of the role of which English plays in material achievements of an individual. A person with good English language skills can hope for a better start in practical life. The industries have grown significantly through international competition; English proficiency has become essential and a benchmark in the globalization era to industry professionals.

Keywords: English for industry purposes (ESP), learning styles, English efficiency.

Communication is the basic attribute of human life and language is the main tool of human communication. Initially this communication was within societies and communities at local level but it took a new dimension as people from various societies, communities and nations started interacting with each other. The period following the 1950s saw a tremendous increase in the need for communication among the people of the world in various spheres of international contact like politics, academics, industry, technology and culture. The world has started becoming a global village. This gave birth to the need and pressure of adopting a common lingua franca for this global village to facilitate communication and make it more practical for the people of various linguistic backgrounds. This phenomenon led to the emergence of an international language. English was accorded this privilege and it became the language of international communication or international language. Whatever may be the political or economic reasons and factors responsible for entrenching English in this position, the reality is that these reasons and factors can not diminish the importance of English and its ever-present use in international affairs. Presently, English is the language of international economic system. It is a language which has secured a place for itself alongside local languages in multilingual communities and is also learnt by all classes of the society. Its acquisition can guarantee the availability of opportunities to employment, business, travelling, higher education, and even better life. In Asia and the Pacific 90% of the organizations use only English for their official proceedings. The travel, hospitality and tourism industries also rely on English as a common language of communication.

Thus knowledge of English is necessary for accessing many discourses at a global level from international relations to popular culture to academia. It can be explained that English is now taught over 100 countries and is emerging as the chief foreign language being learnt and displacing other language in the process. Graddol specifies the following domains of English in the international area:

1) English is the working language of international organizations and conference.

2) English is the international language of science and technology.

3) English is used in international banking, economic affairs and commerce.

4) Advertising for global brands is done in English.

5) English is the language of audio-visual and cultural products.

6) English is the language of international tourism.

7) English is the language of tertiary education.

8) English is the language of international safety in the fields of aeronautics and sea.

9) English is the language of international law.

10) It is a relay language in interpretation and translation.

11) It is the language of technology transfer.

12) It is the language of internet communication.

It is an ample indication that English is being used as a lingua franca in all spheres of international activity and it can be claimed that, internationally English has developed a 'special role that is recognized in every country.' Regarding all this fact, it can be seen mandatory for students of numerous fields of study to learn English. It can help them to easily communicate with other peoples around the world, having access to the new-developed scientific knowledge of other countries and, as a result, having a better practical life.

Generally the most important ability in industries would be major related abilities but English is regarded as one of the most important ability. Engineers all around the world would find themselves use English for some aspect of their jobs. English is used in most international organizations and publications in engineering field and most engineers whose native language is not English would find disadvantages in their professional terms. Beyond the difficult task of developing expertise in engineering, nonnative speakers must master English through continued English education, which some have estimated takes anywhere from 4-

10 years of training to reach an average level of proficiency .

In a survey research, the industries answered "Practical English or Language related subject" is the most useful subject to get a job among the 'Specialized General Curriculum Subjects' in the accreditation system. Most programs under the accreditation system provide two English subjects, one is general English and the other is usually engineering English or business English, "Practical English for Engineers," "Engineering English," and "Engineering Technology English" to list some of them. The general English courses are in the lower years and ESP courses are in the higher years of the curriculum, which are expected to help students to perform their career activities globally.

To develop an EIP syllabus we need to understand the customers' needs. In this case, the customers are students, engineering professors and industries and the ESP course is supposed to serve for the specific purpose. The engineering programs undertaking accreditation system have their articulated goal of the program and the engineering professors best understand what kind of English education is needed accomplish the goal. As already mentioned earlier, some engineering programs provide another English course in addition to the basic general English course. In general English courses, it is hard to determine the students' learning needs. But for ESP courses, as needs from students as well as engineering professors are clear, a needs analysis to develop a course is important.

The hospitality industry is one of the largest components of the global economy. The rapid development of the hospitality industry can directly affect language needs. Employees of the hotel industry have the same pressure to communicate efficiently with English-speaking hotel clients. The tourism and hospitality industries have grown significantly through international competition; English proficiency has become essential and a benchmark in the globalization era to hospitality professionals. Moreover, English has become a core academic subject in the hospitality training programs of most universities and industrial sectors to achieve English proficiency for employment and fulfilling job responsibilities. Hospitality education programs in non-English-speaking countries have begun to offer more English courses to students. Professional English is essential for hospitality professionals.

Hospitality, travel, and tourism management majors have different learning styles compared to

other students' programs . A learning style integrates people's cognitive, affective, and psychological traits indicated that learning styles are mainly related to people's perception, organization, processes, and present information developed during past decades. Fleming indicated that people have preferred sensory routes for learning based on learner type, which are classified as the four learning styles of the VARK model (Visual/seeing, Aural/listening, Read/Write, Kinesthetic/experiencing). Kolb divided learning styles into four areas: diverging (feeling and watching), assimilating (watching and thinking), converging (doing and thinking), and accommodating (doing and feeling). Honey and Mumford identified four major learning styles in which people have a preferred learning style that determines how they enjoy learning: pragmatist, reflector, activist, and theorist.

As a conclusion, students need to understand the importance of general business English and need to be well motivated to learn if they plan to work for an industry. If they want to pursue their career as competitive global engineers with long term goals, they need to familiarize themselves with engineering contents as well. The students' needs for daily conversational English can be met by the General English course provided in the lower grade. ESP course provided in the higher grade can include general business English to meet industry workers' needs. Studies have indicated that students are attracted to practical activities rather than theory and reflection; thus, the educators need to instruct students through different teaching styles to increase students' learning preference in certain programs. The students need to learn all the four skills of language as compared to grammar and vocabulary. Speaking is more preferred as compared to the skills of listening, reading and writing. Students need a classroom environment which is supportive to their active participation by introducing pair and group work, and activities like games, role play, and projects. They need a class where they are at the center and the role of the teacher is that of a facilitator and guide.

REFERENCES

[1]. Ali Khan, H. Needs Analysis of Pakistani State Boarding Schools Secondary Level Students for Adoption of Communicative Language Teaching. M.A Diss. School of Arts & Education of Middlesex University, London, 2007.

[2]. Clark,V.P. Escholz,P.A. and Rosa, A. F. (Language: Introductory readings. New York: St. Martin's Press, 1994)

[3]. Crystal D. Crystal, (English as a Global Language. Cambridge: Cambridge University Press, 1997)

[4]. Graddol, D.(The Future of English? The UK: The British Council, 1997)

[5]. Honey, P. & Mumford, A. (1995). Using Your Learning Styles. London: Peter Honey

[6]. Karavas-Doukas, E. Using Attitude Scales to Investigate Teachers' Attitudes to the. Communicative Approach.' English Language Teaching Journal, 50/3, 1996, 187-194.

[7]. Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

[8]. McKay, S.L (Teaching English as an International Language. Oxford: Oxford University Press, 2002)

[9]. Nunan, D. (Second Language Teaching and Learning. Boston: Heinle & Heinle, 1999)

[10]. Nunan, D. (The Learner-centred Curriculum. Cambridge: Cambridge University Press, 1988).

[11]. Rehmani,A. (Impact of public examination system on teaching and learning in Pakistan' retrieved from http://www.aku.edu/akueb/pubexam.pdf on 15-05-2007, 2003)

[12]. Richards, J.C. (Communicative Language Teaching Today'. Retrieved from www.cambridge.com.mx/site/EXTRAS/jackCD.pdfon 02-08-2008, 2007)

[13]. Thompson, N. (Communication & Language: A Handbook of Theory & Practice. New York: Palgrave Mcmillan, 2003)

[14]. Tudor, I (Learner-centredness as Language Education. Cambridge: Cambridge University Press, 1996)

[15]. West, R.'Needs Analysis in Language Teaching', Language Teaching Journal.27/1, 1994, 1-19.

AN ASSESSMENT OF LEARNING OF ENGLISH AT TERTIARY LEVEL IN CITY OF LUCKNOW IN UTTAR PRADESH
(With special reference to technical and professional institutions)

Vinay Kumar Singh

Ph.D. research scholar, Department of English and Modern European Languages University of Lucknow, Lucknow

ABSTRACT

Teaching and learning of English in India has a glorious history and a promising future. Every learner, no matter what stream s/he belongs to, wants to learn English to uplift his/her social, cultural, and professional status. Now-a-days, learning of English is a fashion and teaching of English has a good career prospect. Teacher and learner both have their own expectations and remorse in the process of teaching and learning of English. In India, many of them tried their best to reconstruct and implement their dreams and realities in the teaching and learning environment of English at tertiary level.

This paper is an effort to add on and to discuss the expectation and remorse of learners in this context. It is basically empirical in nature and the outcome of its evidences is collected from English language teachers and learners at tertiary level with the help of questionnaire. The questionnaires include logical questions on many penetrating issues related to their dreams and realities. Thus, the paper presents an analytical account of their responses and suggestions to achieve the expected outcome of teaching and learning of English at tertiary level in city of Lucknow in Uttar Pradesh.

1. Introduction

There is no doubt that English language skills pay extra dividend in every domains of life (at global level) and that's why learners want to learn English. English is no more an alien tongue in Indian milieu. With the passage of time, its sense of alienation and otherness submerged in Indianness and emerged with a domestic taste and tone. In India, teaching and learning of English has a history of more than half of the century and it has a specific place in Indian curricula.

This paper is an effort to investigate the expectation and remorse of learners in the context of teaching of English at tertiary level in different professional and technical courses. The main purpose of this study is to present an analytical overview of the ways of teaching and learning of English in professional and technical curricula. It also makes a comprehensive account of the views and suggestions of learners to achieve the expected outcome of learning of English.

2. Methodology

2.1. **Field of study:**

Lucknow, the capital city of the state of Uttar Pradesh, is selected as a research location to carry out this study. It is famous for both chicken (traditional *Mughal* cuisine) and chiken (a kind of famous cloth) all over the world. Several languages and dialects are used in Lucknow. Like other states of northern India, standard Hindi (Khari Boli) is used in formal contexts as a medium of communication. But its standard Hindi is greatly influenced by Urdu because Urdu was a prominent ancient language used in Lucknow. The process of liberalization, privatization and globalization (LPG, hereafter) promoted and motivated the scientific development, technical and educational advancement, global culture and commerce all around the world. Lucknow as one of the important city of India is very positive towards these changes and development. The

lifestyle of people of Lucknow represents a fusion of tradition and modernity. People of this city adopted these changes in overall lifestyle and especially in the fields of communication, commerce, and education. This impact can easily be observed by anyone as there is a huge growth in educational sector with increasing number of educational institutions offering technical and management courses, exploring new methods and approaches of business and infrastructure, and technical advancement.

English as a language has flourished in personal, professional, cultural and political domains of life. English became a medium of communication in education, law, and commerce, and also it is used by the educated class in their personal domain too. On the other hand, Hindi enjoyed the status of the official language and used by people for their communicative purposes along with English. In this context, English can be considered as second language. It is interesting to observe the socialization process of English in city of Lucknow as a medium of communication. It is worthwhile to observe how speakers' culture and perception towards English as a language and its role in communication make an impact in socialization process of English. Besides this, it is also important to know that to what extent speakers' local socio-cultural and socio-lingual dimensions make an impact on their second language use.

2.2. Data collection tool

The questionnaire has been used for data collection. It consists of two sets of questions- open and close ended questions. It comprises twenty eight questions- first eighteen questions (question no. 1 to 18) are close-ended and remaining ten questions (question no. 19 to 28) are open ended and descriptive in nature. These close ended questions examine the learners' attitude towards English in professional and technical curricula. The open-ended questions investigate their level of satisfaction, and dissatisfaction with the present prescribed syllabi and approach of teaching English. The objective of the study and convenience of the respondents have been taken care in the formation of questions.

2.3. Speculations

This study has been carried out in a planned direction and intended to test the following hypothesis:

1. Learners are not happy with the prescribed syllabi of English.
2. In Lucknow, teaching of Professional/technical/business communication means teaching of English.
3. Professional communication helps to develop learners' communication skills in English.

2.4. Objectives

The chief objectives of the study are as follows:

1. To investigate and explain the views of learners of English in professional and technical courses.
2. To explore the various aspect of teaching of English in professional and technical courses.

The objectives of the study mentioned above comprise the starting point and framework of the study.

2.5. About the subjects

The subjects for this study are randomly selected from different professional and technical institutes. The data have been collected from the teachers and trainers of English and students of B.Tech, MBA, MCA, and BBA, etc. Learners belong to the well reputed private institutions. 82 scripts from students from different professional and technical courses are collected and analyzed.

3. Analysis of data

The analysis of data represents that respondents belong to the different professional and technical courses as B.Tech, MBA, MCA etc (B.Tech -41, MCA - 22, and MBA 19). The data size consists of 82 respondents from various professional institutions of Lucknow. Twenty eight issues are discussed in student's questionnaire. These issues can be categorized in following five sections according to their nature and objective of inquiry:

	Issues	Question numbers
1	Teacher and teaching related issues	11, 14, and 16
2	Learners' passion and fashion of learning English	1, 2, 5, 10, 13, 19, 20, 21, 22
3	Professional communication vs. English	3, 7, 9, 12, 15, 17, 25, 28
4	Institution, system, syllabus and evaluation related	4, 6, 18, 23, 27
5	Utility of language lab	8, 24, 26

Section wise analysis of the collected responses has been made to come up with a comprehensive analytical overview.

- **A. Teacher and teaching related issues (11, 16)**

- In response to eleventh statement, on the one hand, forty six (46) respondents' teachers use technology in the classroom, on the other, thirty six (36) respondents' teachers never use technology in classroom teaching.

- In reaction to sixteenth statement, twenty eight (28) respondents' teachers use practical approach of teaching English and twenty two (22) respondents' teachers use theoretical approach. Only thirty two (32) respondents' teachers use both theoretical and practical approach in their teaching.

- According to the learners their teachers are aware of the use of technology in teaching but they don't prefer to use it frequently. It might be because the teachers are not efficient in use of technology or the institutions do not have these facilities.

- **B. Learners' passion and fashion of learning English (1, 2, 5, 10, 13, 19, 20, 21, 22)**

- In response to first statement, fifty eight (58) respondents completed their schooling from English medium and ten (10) vernacular medium schools. Only fourteen (14) respondents completed their schooling from both vernacular and English medium schools.

- In reply to statement 2, Forty two (42) respondents read newspaper in English occasionally and ten (10) of them never read newspaper in English. Only thirty (30) respondents read newspaper in English daily.

- Major chunk of the respondents (54) believe that teaching of English is a tough task in comparison to learning, in reaction to fifth statement. Only twelve (12) of them consider teaching easier than learning of English. A very small number of respondents (16) have shown no clear consensus regarding fifth statement.

- In reply to tenth statement, only twenty (20) respondents never use vernacular (regional language) in classroom discussion.

While forty eight (48) respondents sometimes use vernacular and fourteen (14) respondents frequently use it in classroom discussion.

- In reaction to thirteenth statement, most of the respondents (40) feel that they have good and eight (8) excellent communication skills in English. Thirty two (32) of them have average and only two (2) have below average communication skills in English.

- In answer to nineteenth statement, most of the learners started learning English from playgroup and class first. They have minimum twelve to ten years of exposure of English as subject.

- In reply to twentieth statement, the newspaper, Times of India is most famous among the learner in comparisons to Hindustan Times and The Hindu. Very few of them do not read any English newspaper. (Times of India- 23, Hindustan Times – 6, The Hindu-4, and Danik Jagran-2 None- 2)

- In response to twenty-first statement, more than one third of the learners feel that their performance in English is satisfactory, though many of them accept that they are struggling in spoken and written English. At this stage, writing and speaking is English, listening and reading is highly ignored language skills now. Only six learners fell that their performance in English is unsatisfactory because they are not fluent in spoken English and completed their primary and secondary language from vernacular medium schools.

- In reply to twenty-second statement, all learners are strongly believed that English is need of time and it is a global language used worldwide. Some of them called English- universal language. Many of them feel that knowing English helps to improve their personality and create bright career prospects. One student writes, "If I will go out of India in future then I will not feel ashamed of not knowing English."

- **C. Professional communication vs. English (3, 7, 9, 12, 15, 17, 25, 28)**

- In answer to third statement, thirty six (36) respondents believe that learning of

professional/business/technical communication mean learning English; only eighteen (18) of them feel that learning of professional/business/technical communication does not mean learning English. Surprisingly, twenty eight (28) respondents have shown the 'not sure' approach in response to third statement.

- In reply to seventh statement, fifty (50) respondents believe that both the teaching of English and of Professional communication differ in content, and objective. Only twelve (12) of them fell that they are same in content, and objective. While twenty (20) of them are not sure in this regard.

- In response to ninth statement, thirty six (36) respondents believe that the provided space to English in complete course is as core subject while twenty two (22) believe that it has marginal and twenty four (24) as complementary subject.

- In reaction to twelfth statement, seventy eight (78) respondents strongly believe that professional/technical/business communication means developing students' communication skills in English and only four (4) respondents do not have any clear outlook regarding this statement.

- In answer to fifteenth statement, majority of the respondents (76) strongly believe that the learning of professional/technical/business communication develop their communication skills in English. Only six (6) respondents are not sure with this statement.

- In reply to seventeenth statement, thirty six (36) respondents prefer to learn English in practical approach and only ten respondents (10) love theoretical approach. Thirty six (36) respondents want to learn English using both theoretical and practical approach.

- In response to twenty-fifth statement, all learners strongly approved that good faculty members, language lab and blending of both practical and theoretical approach will help them to learn English easily.

- In response to twenty-eight statement, many respondents do not face any problem in English. Some of them face the problems such as proper ambience to use English, cultural background related problem, lack of vocabulary and knowledge in grammar, and hesitation.

D. Institution, system, syllabus and evaluation related (4, 6, 18, 23, 27)

- In response to fourth statement, more than half of the respondents (44) believe that their institutions provide all kinds of support to make teaching of professional/business/technical communication effective and interesting. On the other hand thirty (30) respondents have a view that their institution provides not always but sometimes all kinds of support to make teaching of this subject effective and interesting. Only eight (8) respondents feel that their institutions do not provide proper support to make the teaching of this subject interesting.

- In reply to sixth statement, more than one third of the respondents feel that their institutions treat this subject most important (24) and important (42). Only sixteen respondents (16) realized that their institutions treat with it as a normal subject.

- In reaction to statement 18, most of the respondents (62) are not happy with the present prescribed syllabus while ten respondents (10) are happy with the present syllabus and the equal number of respondents unable to reach on any clear consensus.

- In response to twenty-third statement, most of the respondents are happy with the evaluation method employed for this subject. Only few of them have shown partial unhappiness because they have a view that it is still follow old format of evaluation but unable to give suggestion regarding this issue. (YES- 19, SATISFACTORY-3, PARTIALY-4)

- In answer to question no. 27, less than one fourth of the students are happy with the present prescribed syllabus while more than one third of the learners are not happy with the present prescribed syllabus.

They questioned on the utility of this subject in first year.

E.   Utility of language lab (8, 14, 24, 26)

- In response to eighth statement, only ten (10) respondents' institutions do not have language and remaining seventy two (72) respondents' have language lab.

- In reply to fourteenth statement, the teachers of sixty eight (68) respondents use language lab in his/her teaching while the teacher of twenty (20) respondents do not use lab in teaching.

- In response to twenty-fourth statement, language lab in the institutes of learners' consists of projector, GD table, etc.

- In answer to twenty-sixth statement, all the learners strongly believed that language lab is very helpful and important because it increases self confidence, remove hesitation and enhance the personality.

4.   Findings and conclusion

The study leads to the following findings:

1. The findings supported the first hypothesis. 62 out of 82 students are not happy with the present prescribed syllabus. Both of them have their own reservations. They questioned on the utility of the subject in the very beginning of the course. They have a view that this course will be more effective in final year of the course when they will ready to place in corporate.
   It lacks practicality.
   Syllabus is not updated.

2. A need for context-specific training and indigenous methods of teaching in order to attain the expected outcomes is expressed, because overseas methods may be inadequate and unsuitable in the Indian context.

3. There is a need to encourage quality research in various areas of ELT in India because it may offer help to develop indigenous model(s) of teaching and practical understanding of English language education in India.

In this paper, an attempt has been made to explore only some aspects of teacher training and to incorporate a limited range of views about how to improve it. This study is confined by the unavailability of time, small sample size and lack of resources. But there is a great scope for a more in-depth enquiry and discussion, which needs to be encouraged. We can say that there is an urgency to promote some quality research and reforms in the area of teacher training at all the levels to achieve the expected goals of ELT in India.

REFERENCES

Cosh, J. 1999. 'Peer observation: a reflective model'. *ELT Journal* 53/1:22-27

Freeman, D. 1982. 'Observing teachers: Three approaches to in-service training and development'. *TESOL Quarterly 16:* 21-28.

Gatenby, E.V. 1967. 'The training of language teachers'. In Lee, W.R. (.ed) *ELT Selections-I.* London: Oxford University Press.

Appendix
Questionnaire

1. You completed your schooling in:
   Vernacular (mother tongue) medium   ( )
   English medium   ( )   Both   ( )
2. You read English newspaper.
   Daily   ( )   Occasionally   ( )
   Never   ( )
3. Learning   Professional/technical/business communication means learning English.
   Yes ( )   No   ( )   Not sure   ( )
4. Your institution provides all kinds of support to make teaching of this subject effective and interesting.
   Yes ( )   No   ( )   ometimes ( )
   Never   ( )
5. Which process is easier: teaching or learning of English?
   Teaching   ( )   Learning   ( )
   Not sure   ( )
6. Your institution treats your subject:
   Very important ( )   Important ( )
   Normal ( )   Useless ( )
7. Both the teaching of English and the teaching of Professional communication are the same in content, and objective.
   Yes   ( )   No   ( )   Not sure   ( )
8. Does your institution have language lab?
   Yes ( )   No   ( )
9. In your complete course, the space provided to English is:
   Marginal ( )   Core   (   )
        Complementary ( )
10. Do you use vernacular (regional language) in classroom discussion?
    Frequently ( )   Sometimes ( )
    Never   ( )
11. Does your teacher use technology in the classroom?
    Frequently ( )   Sometimes ( )
    Never   ( )

12. Professional/technical/business communication means developing students' communication skills in English.
    Yes ( )   No ( )   Not sure ( )

13. Your communication skills in English is:
    Excellent ( )Good ( )Average ( )
    Below average ( )

14. Your teacher uses language lab in his/her teaching:
    Frequently ( )   Sometimes ( )
    Never ( )

15. The learning of professional/technical/business communication develops your communication skills in English:
    Yes ( )   No ( )   Not sure ( )

16. The nature and approach used by your teacher in teaching of English is:
    Practical ( )   Theoretical ( )
    Both ( )

17. What approach do you prefer in learning of English?
    Practical ( )   Theoretical ( )
    Both ( )

18. Are you happy with the present prescribed syllabus?
    Yes ( )   No ( )   Not sure ( )

(Answer the questions (19 to 29) descriptively.)

19. You started learning English form class……………………………………………

20. Which newspaper do you read? …………………………………………

21. Is your performance in English, satisfactory? If yes/no, why?

22. English is not your mother tongue. It is the language of the British people. Being an Indian, why do you want to learn English?

23. Are you happy with the evaluation methods employed for this subject? What type of evaluation methods would you like to be implemented in your class and why?

24. What sort of aids/tools does your language lab consist of?

25. Which kind of teaching approach will help you learn/acquire English easily?

26. How far is a language lab helpful to you in learning/improving English?

27. Are you happy with the syllabus prescribed in your course, if yes/no, then why?

28. What problems do you face in the learning of English?

THANKS

TEACHING AND TRAINING METHODS AT TERTIARY LEVEL

Zehra Bi[1], Sk. Shaheen[2],

[1]Assistant Professor, Swarnandhra College of Engineering and Technology, NSP.
[2]Research Scholar, Achaarya Nagarjuna University, Guntur

ABSTRACT

English plays a vital role in all walks of life. It becomes mandatory to the student to learn English if he wants to enter and survive a global workforce. Education is a transmission of knowledge and information through different teaching methods and various training programmes. A teacher can impart knowledge to the student by implementing different methods in the class room. There was a saying in the older days that teachers are born rather than made. But advanced technology of modern world proved it wrong. As the modern classes are student centric classes. Therefore teaching in modern world is a form of bidirectional communication, in which students are active participants in the classroom. It is a form of a 'give-and –take. The role of a teacher is becoming more specific in the new world means there is need for increased professionalism among teaching community data transmission. The role of a teacher is becoming more specific in the new world means there is need for increased professionalism among teaching community. My paper focuses on the different teaching and training methods at tertiary level such as increasing interaction with the students, boosting their competence, creating humour in the class, boosting the confident level of the student, using inductive method of teaching, usage of physical props, conducting different spoken activities etc. Making the students practising these methods with all these can change the scenario of their future.

Key Words: teaching, methods, tertiary,

Importance of Language

Language is a medium of communication. There is a need of language to communicate with each other. English language is playing a vital role as it has become dominant business language. Though it may not be spoken all over the world but it is the lingua franca in many countries. It is found in every walk of life and becomes the major communication tool for science events, business, aviation and diplomacy. It also plays a vital role in many sectors such as medicine, engineering and education. It becomes mandatory to the student to learn English if he wants to enter and survive a global workforce.

Education is a transmission of knowledge and information through different teaching methods and various training programmes. A teacher can impart knowledge to the student by implementing different methods in the class room. There was a saying in the older days that teachers are born rather than made. But advanced technology of modern world proved it wrong. As the modern classes are student centric classes. Tertiary education is a constituent part of the lifelong education system. The outputs of secondary education are inputs for tertiary education and a quality of higher education products depends on their quality teacher education inputs.

The fast changing world today changes the traditional approach of teaching. Based on perceived requirements of skills the curriculum and programmes have become more flexible, complex and dynamic. Therefore teaching in modern world is a form of bidirectional communication, in which students are active participants in the clssroom. It is a form of a 'give-and –take' data transmission. It is

obvious that teaching is the communication of a mind set, an attitude, a methodology, an outlook, and an enthusiasm. No doubt that teaching is an act of communicating the comprehensibility of the subject matter demonstrating a mastery, which gives confidence to the students that they can understand and master the concept.

The Role of the Teacher:

The role of a teacher is becoming more specific in the new world means there is a need for increased professionalism among teaching community. While planning for a course, it is important to consider the background and experience of the student. A teacher needs to master of the particular subject and deliver it with well pace and audible speech, which is very important to develop the curiosity and interest of the student in the subject matter. Ultimately teacher's role is a facilitator. Setting up the pace shows teacher's intellectuality.

Friendly atmosphere:

The interaction between the teacher and the student has to be increased, as in such environment the student develops a sense of belonging and feel comfortable to make contribution. The Student is ready to come up with his/her ideas and put forward his/her suggestion with confidence. A positive attitude towards the student gives boost to the student to open up the mind and come up with innovative ideas by breaking the shackles of inhibition.

Boost to the competence:

The teacher has to appreciate the student and boost him whenever he raises the question in the class, as a word of appreciation makes miracles and promotes the competence levels in student. The teacher has to apply different methods of interpretation to answer him till he gets the point. Teacher cannot get irritated with the ideas of the student. Incessant motivation works cent percent especially in the part of weak student.

No room to ambiguity:

It is assumed that a clear ten minutes explanation backed by well designed instructional material can save hours of subsequent remediation. Therefore it is valuable to attempt and to evaluate planned instructions, notes, diagrams etc. form the prospective of the student. Student grasping and teacher's explanation should be on the same track to make them understand the subject matter.

Use of technical terminology/Jargon:

If the teachers uses the jargon in their language students cannot follow the class. Jargon is used in limited purpose if it crosses the line the student will be overwhelmed and distressed in understanding the language. Therefore the teacher has to explain the technical terms to the students at first to make them feel ease. Secondly, the teacher makes the student to use those jargons in their speech at different places such as in the laboratories and in the seminars.

Cracking jokes before initiating the topic:

Humour is a good ice-breaker as it helps the student to keep the point in his mind for a long time. For example, some of the students feel mind absent and body present in such case, humour plays an essential role in activating the students and indulging them in the subject matter. 'Every man in his humour' by Ben Jonson is true in the part of not only a student but also an individual.

Boost the confident level in the student:

The teacher has to pay the attention to the words of the student. Whenever the student speaks out with enthusiasm, he/she must be encouraged by using a few appreciable words. It develops not only the confident levels of the student but also helps to enrich his vocabulary. Humiliation leads to less confident and disinterest and dissatisfaction. So teacher needs to be very cautious and patience.

Linking:

"Structural Links" help the student to understand information in right way. The absence of explicit structuring mechanism can reduce the comprehensibility of the text. Similarly, the teacher has to start his/her class by recalling the previous topic and summing up in brief, as student will be attending lectures for at least three or four subjects. Hence, they may need to have correct context re-established at the beginning of each lecture in the subject. For example, to recap the previous discussed topic, a teacher can throw- away- a line: remember last week what we discussed...
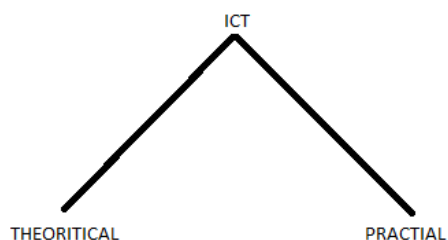
Use of metaphor/ analogies:

Using metaphor is an extremely powerful way of helping student to mentally connect with particular concept. Use of analogies in the teaching not only amused the students but also it remained memorable in his/ her mind than more pedestrian comparisons. Figures of speech are the boon to the teacher to trigger their interests.

Teaching inductively:

Inductive method is far better than deductive as presenting concept through simple examples and describing how those examples instantiate an underlying abstractions, can provide students with appropriate similes, metaphors with which to link the new concept to their existing understanding.

Physical props:

Integrated of information and communication Technology in the curriculum at tertiary level is very important. In the era of e-education, e- business, e- administration the ICT tools are highlighted.
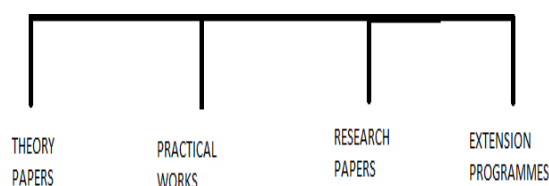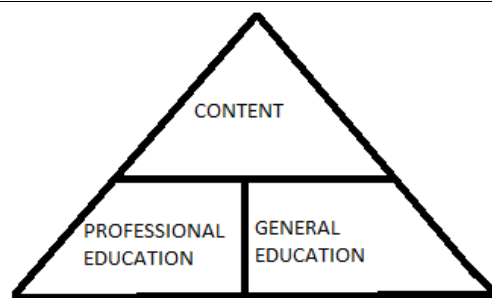

Different teaching techniques will be used by the teachers to turn their teaching gripping. Use of physical props is valuable teaching technique, as it adds flavour to the lecture. Physical props such a Visual Aids, Power Point Presentations, Chart Presentations, Green Board, Piece of Chalk and Video Conference are the methods a teacher usually uses in the classroom. These props are very helpful to the student to understand the concept.

More focus on goals of the students:

The practical problem of a teacher is shortage of teaching classes means he has to complete the designed curriculum within the given periods. In this process, the teacher worries about academia and insists the student to understand the subject matter. It is obvious that the content of syllabi must be concise rather than elaborate one as it helps the students to have deeper exposition of few points.

Different aspects of Curriculum of Tertiary Level

Content Of Integrated Program

Different activities:

Engaging the whole class with the same activity turns the student feel monotonous. Conducting different activities to replace one activity is beneficial in the long run. The students will be provided with an opportunity to discuss with peers in the pairs and groups.

Interaction:

Interaction among the students about the topic taught by the teacher is very important in these days. Teacher can arrange different activities in the class. Teacher's attitude is very beneficial to the students to interact with each other. If interaction is missing in the teaching class the ninety percent (90%) of the students will deviate from the subject. Emerging technologies gives a new path to the interaction among the students of the class. Ambiance in their class will be hilarious when there is an interaction takes place.

Dealing with English Language Lab:

The speaking skills of the student can be enhanced by conducting oral and spoken activities such as JAM (Just a minute), group discussion, debate, presentations etc. The participants of these activities are divided into groups and pairs, which enables the students to work in team. Universities provided three hours language lab classes at a stretch to conduct oral activity and writing activity simultaneously effectively at tertiary level.

CONCLUSION:

Students are very studious in these days. They accustom with any digital environment though it is very hard to survive. If the student follows the instructions given by the teacher they never look back again their life. Receiving the instruction is the clever way of dealing with the classroom and interacting with the fellow students. These above important methods improve the interpersonal and intrapersonal skills of the student.

REFERENCES:

Salmon, D., *The Art of Teaching*, Longmans, 1898

Mitchell, A., *Speech Communication in the Classroom*, Pitman, 1973.

Fluharty, G. & Ross, H., *Public Speaking*, Barnes & Noble, 1980.

Timpson, W., *Teaching as Performing: A Guide to Energizing your Public Presentation*, Prentice-Hall, 1982.

Rumelhart, D. & Norman, D., *Accretion, Tuning and Restructuring: Three modes of learning*, in J.W. Cotton & R. Klatzky (eds.), "Semantic Factors in Cognition", Erlbaum, 1978.

Rumelhart, D. & Norman, D., *Analogical Processes in Learning*, in J.R. Anderson (ed.), "Cognitive Skills and their Acquisition, Erlbaum, 1981.