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"THINK BEYOND TO CREATE MIRACLES"

An International Conference On
"Current Trends in ELT: A Global Perspective"

Organised By
"Govt. Arts College (A), Salem-7, Tamil Nadu, INDIA"

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"THINK BEYOND TO CREATE MIRACLES"

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About the College

Government Arts College (Autonomous), Salem-636007 is situated in the heart of Salem city which lies in the north west of Tamil Nadu. It caters to the needs of people seeking higher education in Salem and in neighbouring districts. This oldest institution of the State was established in 1857 by Sir Alexander Arbuthnot as an Anglo Vernacular. The institute was elevated to Second Grade College in 1879. For 52 years from 1885 to 1937, this college functioned under the aegis of Salem Municipal Administration. It was one of the two likewise institutes all over India during that time. Re-accredited by NAAC with B++ level, it was accorded Autonomous status from the academic year 2007. At present, this college offers 19 UG and 16 PG courses and also 10 M.Phil and 8 Ph.D research programmes.

About PG and Research Department of English:

The Department of English, a pioneer department from the inception of the college, has been producing students of outstanding caliber at UG level and extending yeoman service by imparting necessary language skills to the pupils of other disciplines in the college. Full-fledged PG programme was introduced in the year 1974. It entered the field of research by starting M.Phil and Ph.D during 2005. Faculty members of the department actively introduce innovative teaching strategies and venture in research endeavors. Research enriches and enlivens the faculty of knowledge and brings out the intellectual acumen. When it is carried out in the academic institutions, it produces a great number of budding researchers. This illustrious Postgraduate and Research

Department of English, a reputed centre of academic excellence for more than a century, has to its credit many M.Phil and Ph.D research supervisors. Their academic dynamics, promotion of knowledge and analytical aptitude, have resulted in the attainment of 28 PhDs and more than 140 M.Phil degree holders.

The Department actively organized a UGC sponsored National Level Seminar in 2010, a Symposium on Language and Literature in 2013, an International Workshop on ELT in 2014 and an International Conference on Contextualizing Cultural Heritage in Literatures in 2015. In 2016 UGC funded one day National Seminar on Theatre Activism and Holistic Development was organized. Some of our faculty members are Editors in reputed International Literature Journals.

Dr. P.Esther Joice, M.Sc.,M.Phil.,Ph.D.
Principal
GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
SALEM-636007,TAMILNADU

MESSAGE

I deem it a great privilege and pleasure to view that PG & Research Department of English has organized a One – day International Conference on " Current Trends in ELT: A Global Perspective".

Globalization has brought tremendous changes in economic, political, cultural, social and educational spheres. English as a global language reflects these changes. To make the Learners well versed in English language, new strategies must be formulated with a global perspective. Also Higher Education system placed in the vortex of global challenges has to renew itself. I have great conviction that this conference on "Current Trends in ELT: A Global Perspective" would realize its goal to prevail over the pitfalls and pave way for perfect means to promote language learning.

I appreciate the initiative taken by the Department of English to make the academic community professionally competent and face the challenges in the higher education system with confidence. I also wholeheartedly congratulate the staff and students for their successful accomplishment.

I wish the conference an ostentatious success!

Dr. P.Esther Joice, M.Sc.,M.Phil.,Ph.D.
Principal.

Justin James, M.A., M. Phil., Cert. ICT (Trinity, London)
Lecturer in English & E-Learning Coordinator
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The essence of our effort to see that every child has a chance must be to assure each
an equal opportunity, not to become equal, but to become different - to realize
whatever unique potential body, mind, and spirit he or she possesses.

-John Fischer

In recent times, using technology has become an integral part of successful teaching in many parts of the world. Introduction of Information Communication Technology into language classrooms is appreciated as the necessary course of action for the qualitative improvement of teaching and learning. Institutions have started establishing Education Technologies Centers to provide the required infrastructure, training and support to aid the use of technology in the teaching and learning processes. However, research and studies suggest that a crucial factor for successful technology integration into classrooms is the teacher and teacher-beliefs play a critical role in transforming technology integration into more constructive teaching practices.

The advent of technology and developments in the field of education have accelerated a shift from teacher-centered to learner-centered approaches in teaching and learning. To meet the needs of learners who are digital natives, teachers are required to adopt a different role. According to the current principles trending in teaching, teachers can't just be the traditional bench-bound instructors, and they need to be facilitators who support and guide students' learning. With the realization that technology can be fruitfully used in teaching, it has become imperative that teachers require some technical skills to keep abreast with the current trends and requirements.

Talking about ELT pedagogy, ensuring learners' motivation and active participation has always been a challenge. Our common knowledge as language teachers and evidence from diverse researchers suggest that when English is taught in a mechanical manner using merely the prescribed text books, it becomes monotonous, dull, uninteresting and boring, but learners seem to be better motivated when new, unconventional and exciting materials are used using imaginative, creative, and innovative teaching techniques. Against the backdrop of such pedagogical concerns and the practical requirements of the day, it becomes essential for teachers to learn and deploy new approaches, techniques and technologies in their classrooms.

In this scenario, conferences play an important role in motivating (and also in training) teachers to adopt the right kind of technology and technical tools in their day to day teaching. Conferences give us opportunities to explore several possibilities of enhancing our professional competence by listening to speakers with varied expertise and to share our experiences and concerns with fellow teachers and restructure our teaching strategies. Hence, I place on record my sincere appreciation for all the Faculty Members of the Department of English, Dr. P. Mythily, Organizing Secretary of this ELT Conference, Dr. V. Anbarasi, Professor and Head, Department of English and Dr. P. Esther Joice, Principal of the College for organizing this International Conference on ELT and for giving me an opportunity to deliver a Keynote Address.

Justin James

Lalitha Justin, M.A., M. Phil.

Lecturer in English
English Language Center, Nizwa College of Technology
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In the present scenario of globalization, multinational business cultures and the boom of internet technology and its indispensability in all walks of life, English has been accepted as the medium of global communication. Even the developed non-English speaking countries which publish their research in their native languages use English to disseminate their knowledge to the rest of the world. Similarly, the developing, non–English speaking countries are striving to equip their populations with English language competence as an essential component of their employability skills and to widen their horizons of employment opportunities globally. Young Indians have also realized that English language proficiency helps them to climb the success ladder in the world of jobs and businesses and a little extra grip of the language can take them a long way in their academic, social and business life. Hence, they are striving to master the language to the highest degree of accuracy and fluency. Despite their realization and conscious efforts, English language competence is evading most of the students both from rural and urban areas and from native language and English medium schools.

At this juncture, linguists, institutions, teachers, and education researchers are buzzing in attempts to improve the perspectives, approaches, methodologies and class room techniques in the language classrooms. Studies and analyses are undertaken to bring innovations in teaching and learning. There are suggestions to employ new teaching methodologies and to integrate information communication technology in teaching to obtain better outcomes. Institutions are eager to arrange seminars and conferences as part of their staff development programs. And such attempts will bear fruit in motivating teachers to retrospect their teaching methods and to get new and varied insights from their fellow teachers and experts in their field. Hence, I sincerely appreciate the PG & Research.

Department of English for creating such a great gateway to the English teachers in this region by organizing this conference. I thank them for giving me the opportunity of being a plenary speaker at a conference held at the oldest and reputed higher education institution in Salem District. I wish all success to this conference.

Lalitha Justin.

Lalitha Justin

Dr. V.Ramasamy
Reader and Head. Dept of English
Periyar EVR College (Retd.)
Trichy-620023.

It gives me immense pleasure to note that the PG & Research Department of English, Government Arts College (A), Salem -07 is conducting a one-day International Conference on Current Trends in ELT : A Global Perspective on 28th July, 2017. Undoubtedly, English Language is a powerful medium in Educational life-enhancing perspectives and is gaining Universal momentum and relevance.

It is also another milestone in improving the quality of education by questioning the existing system and in the long run, ELT equips the current learners of literature with life-enhancing perspectives, to enhance their expertise on the effective English Language Teaching techniques. I am sure this one-day International Conference will strive to find out the mechanism to achieve this in a better and comfortable way.

I express my warm greetings to all the members of the Department of English for having undertaken the vivid-task and wish the International Conference a grand success!

Dr.K.Kumaraswamy,
Syndicate Member,
Periyar University,
Salem.

I'd like to congratulate the Principal, Head of the P.G and Research Department of English and the learned Professors of English, Govt Arts College, Salem – 7 for organizing an International Conference on Current Trends In ELT: A Global Perspective.

In the developing world of the new millennium, none can deny that English is used worldwide for the purpose of communication. English language is multifarious – Literary English, Business English, Butler English, Social Media English etc etc. To make English Language Teaching more attractive, the teachers of English should understand the concept of "Different strokes for different folks". They should rightly assess the level of their students and decide on how and in which way the instruction is to be given. Today, there is no systematic plan to develop spoken English skills. In this context, I am glad to note that the aim of the conference is not simply discussing the age - old theories of English Language Teaching, but also analyzing the modern techniques and approaches in teaching English.

It is beyond doubt that the sincere efforts of the Executive Committee, the Peer Review ommittee and the Organizing Committee will make the One Day International conference a grand success.

May the Goddess Saraswathi and Minerva bless the English Faculty of Govt Arts College, Salem – 7 and the participants from different parts of India and other countries.

With best wishes!

Dr. S. NIRAIMATHI
PRINCIPAL
Sri Sarada College for Women (Autonomous)
Salem – 636 016.

English is pre-eminently the language of opportunity and success. Competence in it becomes a passport for the entry into the most coveted jobs and careers at home and abroad. But when it comes to question of teaching English as a language, it should be realized that there can be no rule of thumb method slavishly adhered to in the teaching of it and the best method is that which adopts the best means to the required end. Otherwise the teacher will be like a sailor who does not know his destination and his pupil will be like a rudderless vessel which may be drifted along anywhere ashore. Hope this International Conference on ' Current Trends in ELT : A Global Perspective' will cater to the needs of the English language teaching practitioners to arrive at the best method to teach English most effectively.

The Department of English, Government Arts College, Salem – 7, has grown to enviable dimension by its relentless efforts to achieve excellence and acquire the potential to reach greater and greater heights. I congratulate the entire team.

I wish the Conference all success and convey my heartfelt thanks to the organizers for having given me the privilege of offering felicitations on this memorable occasion.

EDITORIAL

Dr.P.Mythily,
Organizing Secretary,
Associate professor,
Govt.Arts College (Autonomus), Salem-7.

English Language is the soul of the intellect, and is the blood of the soul into which thoughts run and out of hich they grow. It's a language that is adaptive to emotions, ideas and feelings.

- Oliver Wendell Holmes.

In India, undoubtedly English language plays a significant role in official, professional and academic circles. English not only interlinks the multi lingual states of India but also the global arena. Mastering English language has become synonymous with survival skills. To make the learners well versed in English language new strategies must be formulated. Globalization has brought tremendous changes in economic, political, cultural and social spheres. English as a global language reflects these changes. English Language Teaching continuously keeps on evolving prompting up gradation from time to time. So it has become pertinent to discuss problems related to English Language Teaching.

While many countries have redefined the English Language Teaching methodology, it is high time that the Academicians of our country emphasize the need for greater adaptability in the Education system with innovations in teaching, thereby transforming our country's young minds with the global potential.The PG and Research Department of English, Government Arts College (A), Salem -7, Tamil Nadu, India has organized an International Conference to shed light on the current trends in English Language Teaching with a global perspective. A healthy discussion in the conference has enabled the teachers to prevail over the pitfalls and pave way for perfect means to promote language learning.

This conference on "Current Trends in English Language Teaching: A Global Perspective" has set a forum for the Academicians, Research Scholars, Faculties and Experts to share their valuable ideas and foresee the future of Indian Education system. This conference explored the emphasis on cognitive, affective and Meta cognitive processes that lead to effective learning outcomes. It has also widened the understanding of the challenges faced by English Language Teaching practitioners and suggested remedial and innovative methods of teaching and learning English.

The success of this International conference is measured by the contributions of the research papers and the valuable contributions of the erudite resource persons. It is with immense gratitude we commend the IJHEPS journal for its publication and the release of the proceedings in Digital Edition.

We wish every Academician an innovative enduring experience and to provide a great platform to promote research in the vast and dynamic field of English. I would also congratulate the Editorial board for their extraordinary efforts and tireless contributions in bringing out this journal successfully.

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S.K. Arathy

SELECTED PAPERS BY THE PEER REVIEW COMMITTEE

1. Influence of Social Media on English Language Learning

S.K.Arathy, *PhD Research Scholar, PG & Research Dept. Of English, Govt.Arts College (A), Salem-7.*
Dr.P.Mythily, *Associate Professor of English,*
PG & Research Dept. Of English, Govt.Arts College (A),Salem-7.

INTRODUCTION

English is the official language of the world. It is an international language, spoken in many countries both as a native and as a second or foreign language. Hence, it is of paramount importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students. These stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore the necessity to deviate from the grand methods and materials and to use innovative material and techniques of teaching has been strongly felt. Innovative methods help in bringing a change and most of the times for the better. With the use of novel teaching techniques, creating novel activities and tasks and participating in the same and use of authentic material, teachers can involve learners directly in the learning process by providing them direct experience by assuring their participation directly in the learning process. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit. By using authentic teaching material available around and the material that is connected to the experiential and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner friendly.

RELEVANCE OF SOCIAL MEDIA

Daily observations and recent scholarly traditions suggest that a certain amount of learning takes place beyond the confines of the individual mind. Learning a different language involves social aspects which influences the way in which individuals learn language. Language learners are able to enhance their language skills due to the different avenues in which new social media have created. Social media provides the learner with the possibility of participating in actual, real-time, relevant conversations taking place online, and practicing the target language with or without the help of an experienced teacher by his or her side. In 2007, the British Council conducted market research into how the Internet has affected the preferred learning styles of young people wanting to learn English around the world. The results of this research suggest that if teachers are to remain relevant and effective, then they need to use 'learning technologies' to help students reach the world outside the classroom.69% of learners around the world said that they learned most effectively when socializing informally. The research also showed that students who felt they were getting enough opportunities in their lives to socialize informally were also successful in their learning. The results stated that the student found time both to study and socialize as much as they want. It is important to understand that successful students combine studying and socializing, and that combining the two things helps

them to be successful at both. The average young person in the world today owns technology. It feels like everyone has a mobile phone today. In China, more people have mobile phones than land-line phones. In some African countries, people own more than one phone each on average and the conditions in India is not different at present. These findings suggest that sometimes young people get more new information from the technology they use outside of school than they do from their teacher in the classroom. Sometimes, young people learn more from using the Internet at home or in a café than they do at school.

IMPLICATIONS

When young people are on the Internet, they feel 'connected' to people and the world knowledge. The implications, therefore, are that teachers might: Try to use 'learning technologies' in the classroom whenever they can, to make the learning experience relevant to their students Show students how to find and access information and opportunities through technology Focus on developing students' networking skills (both online and face-to-face) so that the students become 'connected' to people who can give them information, help them learn and keep the learning experience relevant to the student's life Take on the role of 'trainer' rather than 'teacher'. It is not denied that there is also a controversy on using new Social Media. There are some disadvantages with being able to communicate easier with multiple people on the internet, especially for teens and even sometimes youngsters, of cyber bullying and stalking. Thousands of teens use social media every day, but not all have the best intentions. Many use a computer screen to hide behind, which makes it easier to make fun of someone, because you are not face to face. This can seriously damage the individuals who are getting bullied and cause them severe stress. So, while social media does have its advantages, if it is not used for what it was intended, many people could get hurt from it. But as the internet became more popular, websites have become a pivotal resource for school pupils across all subjects.

TECHNIQUES TO ENGAGE WITH THE STUDENTS ON SOCIAL MEDIA

Facebook- Many students use Facebook, a social networking service, as part of their daily lives. This use, out of college, can foster and maintain relationships and add to greater cohesion and dynamic when back in class which, in turn, can have a positive effect on their attendance and retention on the course. Create a Facebook page that your class can 'like'. Facebook can be used by the instructor to share course resources, fire up discussions, promote collaboration, improve relationships between students, incorporate an array of learning tools (such as videos, images, boards, chatting and private messaging), and use it in conjunction with other social media platforms, Facebook has endless advantages that solidly prove its social learning value. An instructor can make Facebook advantageous in the following manner: 1. Create closed groups. Participants will enter only by invitation and no one else will be able to see the contents, discussions, posts etc. inside the group. It's a great and safe way to interact and bond. 2. Create open groups if the target is a wider audience to a specific course, domain, application or even school. Many MOOC programs have Facebook pages. With millions of FB users around the globe, the number of people that might be interested in your courses will be surprising. 3. Create polls to receive feedback about a course or a program you are thinking of implementing, to request the opinion of your audience on a specific topic, or even to generate statistics. Possibilities and options are endless. 4. Create questionnaires to comprehend the likes, dislikes and interests of your current or future students and build the course around them. 5. Upload course contents material and resources in your account or the closed group you created. Think of the advantages. Everything will be available 24/7, if a mistake is made it can be

corrected and re upload. The user will get immediate feedback and safe receipt confirmation, your material can be remotely accessed no matter where your students are, and you will effectively minimize classroom time. 6. Tell your students to connect their smart phone to Facebook, so they can receive instant notifications about all new messages and activities related to your course. Facebook's notification system allows everyone to keep track of anything new that happens; new groups, requests, discussions, comments, tagging, material, links etc. 7. Urge your students to introduce themselves, connect and collaborate. You can also create group assignments to further promote collaboration and improve relationships between them and you. It's true that hierarchy might be lost in the beginning, but you can always restore it, by setting the right tone, mood and style to your groups, discussions and applications. 8. Start posting updates to your timeline, but not in English. Ask your pupils to translate the text using Face book's in-line Bing translation tool and ask them to gauge its accuracy.

Twitter -Twitter is an online social networking service that enables users to send and read short 140- character messages called "tweets". Registered users can read and post tweets, but those who are unregistered can only read them. Users access Twitter through the website interface, SMS or mobile device application. Create a Twitter account. Start tweeting in a foreign language, keeping in mind that you have a 140 character limit, and see if your pupils can strike up a conversation with you. 1. Create an Informative List of Resources - Before you begin, create a list of things you want to provide as information to your learners. Think what will be interesting, engaging and re-tweet able. Break apart the content and post regularly, so that you keep the interest of your learners. 2. Create Learning Hash tags - Come up with a #hash tag with the help of which learners will be able to feedback and communicate on your materials. 3. Create Learning Topics - Create topics, making use of the hash tags. In Twitter you can also create regular Twitter chat events. Don't forget to encourage your learners by liking, re-tweeting and commenting on relevant tweets they share. 4. Create Learning Lists - You can create your own learning list which basically is a curate group of Twitter users. This way you and your learners will be able to see the stream of your group's tweets. 5. Learn How to Search - Twitter has a powerful and accurate search engine that will help you get the information you need most. Get familiar with the Twitter trail. 6. Follow the Influencers - Get in touch and follow interesting people from your field of study – eLearning Developers, Instructional Designers, Subject Matter Experts, Professors and other experts – see what they share and what gets re-tweeted. Think about the things your learners will find interesting and will want to re-tweet. 7. Re-Tweet - Re-tweet and share everything you want your learners to know. Don't forget to encourage them by liking, re tweeting and commenting on relevant tweets they share. 8. Favourite – Show your appreciation by favourite a tweet. You will encourage the poster of the original Tweet by let him/her know that you liked the tweet. Also, by doing so you can save the Tweet for later review.

You Tube -. YouTube is one of the most popular websites on the planet and a vast resource for educational content. The site is home to over 10 million videos tagged as educational, many of them submitted by your fellow teachers. Create a YouTube account. Ask each of your pupils to record a video blog, of their hobbies, thoughts or opinions on topical news stories, but speaking only in English language. Those who want to have their video uploaded should send it to you first. 1. Bring in videos to the class. - Lessons can be enhanced with the right video. Something visual and entertaining that speaks to the subject you're teaching breaks up the monotony of a lecture, brings some fun into the lesson, and keeps the students more engaged and interested in the subject. For showing videos in the classroom all it takes is some searching and browsing on the website to see what videos are already out there on the subject you're teaching, along with a little time spent

watching to find videos that are a good fit. Although if you choose, you can write some questions or create activities that relate to the video to help students get more out of them. 2. Create YouTube playlists as student assignments - Some people learn better by watching than reading, so providing video alternatives to the reading homework assigned could really pay off for some students. Create playlists, either to supplement the other work you assign or as an alternative, and simply send the link to the students for viewing. A playlist puts it all into an easy, well organized format for their using up. 3. Record class lessons or lectures and save them for future viewing. - YouTube can become a storehouse for saving and sharing any lectures you record. Once the video is created, YouTube makes it easy to send the link to any student that missed class, or keep track of the different videos you have in case you want to review them before giving the same lesson next year.

Blogs - Create a blog. A blog is a self-published, web based collection of writing and photos. Blogs differ greatly in focus, sophistication of topics and popularity. The culture of blogging calls for regular updates, exchange of comments, and short posts. Blogs offer a hugely exciting platform for learners to express themselves in a new language. The fact that posts are generally short, and that new content is added frequently, make them attractive and exciting for classroom adaptation. Dedicate it to entirely publishing content in the language you teach. Ask the students to write something, however small, and post it for the whole world to admire. Blogging in classroom contexts demands lots of decisions to be made in relation to the functionality of the blog, and importantly how this impacts on security and privacy of use. In the case of a group or class blog, however, the tutor can act as the administrator, setting up the blog and deciding on what permissions to give the students access to, the privacy settings, the widgets required and so on. Perhaps the top three for anybody interested in class blogging are Word press (www.wordpress.com), Blogger (www.blogger.com) and Edublogs (www.edublogs.org).With the blog configured in an appropriate way the tutor can still hand over a certain amount of control to the students, maintaining a safe and productive blogging environment.

Skype - It is a proprietary voice-over-Internet protocol service that can be used to encourage students to communicate with their teacher and with each other. The studies conducted by ESOL says that previously hesitant speakers in lower level ESOL groups were encouraged to talk in greater depth when they were using material which they had created themselves as opposed to using textbook pictures. Sony PSPs were found useful for this, because personalised visual prompts can be recorded whilst capturing still images and videos, the vocabulary level can be fixed, and it uses simple buttons and direction mechanisms which require only a little pre-teaching.

Other applications - The facilities provided by mobile devices can offer a highly-valued level of independence to the user and help to provide a bridge with society at large. Much of this is related to the user being able to search the internet for information or the use of mobile applications like Dictionary, grammar and spelling applications Encyclopaedias, such as Wikipedia Text translation tools, such as Google Translate etc. Journey planners and map applications offer greater independence to the user, allowing them to find out information for themselves, often accessed whilst they are on the move.

CONCLUSION

In the current context it is important that teachers keep abreast of technological developments and are aware of the skills, both literacy and IT, that each learner possesses – these need to be harnessed and developed further to both engage learners and improve their English

language skills. Thus it is suggested that the integration of social media into classroom practice entails a reconfiguration of roles: the teacher is no longer the sole source of content, and the students are able to shape their learning in ways which align closely with the needs of their daily lives. All the above encourage the user to engage with information in English, reading and writing both formally and informally. The use of these techniques can act as a bridge to facilitate communication inside and outside the classroom. These devices can, of course, be a powerful teaching and learning device too.

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2. Language Acquisition through Alice Munro's Short Fiction

R. Bhuvaneswari, *Ph. D Research Scholar (Full-Time), PG & Research Department of English, Government Arts College (Autonomous), Salem – 636 007.*
Dr. V. Kundhavi, *Associate Professor, PG & Research Department of English, Government Arts College (Autonomous), Salem – 636 007.*

Language acquisition is the process by which readers/students acquire the capacity to perceive, produce and use words to understand and communicate. It involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. Language acquisition is a complex and unique human quality for which there is still no theory that is able to completely explain how language is attained. Most of the concepts and theories explaining how native languages are acquired go back to the approaches put forward by researchers such as Skinner, Chomsky, Piaget and others. Most of the modern theories we have today have incorporated aspects of these theories into their various findings.

Psycholinguistics has roots in education and philosophy, and covers the 'cognitive processes' that make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures, as well as the processes that make it possible to understand utterances, words, text, etc. Developmental psycholinguistics studies children's ability to learn language. Psycholinguistics or psychology of language is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. Psycholinguists study many different topics such as language acquisition, language comprehension, language production and second language acquisition. These are all explains about how the readers/students are acquire, process, comprehend and produce a new language.

Storytelling is the original form of teaching and has the potential of nurturing emotional intelligence and helps the readers/students gain insight into human behaviour. Storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. The storytelling tips given in this article are meant to help the teacher as storyteller as she/he prepares for a storytelling performance for students. Storytelling is the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Many English Language teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer, for the delivery is crucial and requires both preparation and rehearsal.

There are a number of good reasons for using literature in a language class, in particular the potential of literature to nurture emotional intelligence and caring communication. A simple narrative will always be the cornerstone of the art of teaching. While listening to stories, listeners develop a sense of structure that will later help them to understand the more complex stories of literature. In 'The Love of a Good Woman', focuses on lexical patterning in a short story by Alice Munro. A lexical pattern in short stories describes the use of various psycholinguistic techniques to identify patterns of Munro's short stories. Repetition and Para-repetition in story structure continues the analysis of Munro's story. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key

vocabulary and structures. This helps readers to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.

Short fiction is a valuable and an authentic resource for observing not only language but life itself. As students are always concerned about the amount of work they need to perform and often have the feeling of being overwhelmed, reading short stories seems to be less frightening, for their own definition suggests, they are 'short'. The field of linguistics and psycholinguistics since then has been defined by reactions to Chomsky, pro and con. The pro view still holds that the human ability to use language, specifically the ability to use recursion is qualitatively different from any sort of animal ability. This ability may have resulted from a favourable mutation or from an adaptation of skills evolved for other purposes.

The best way for English language learners to develop their language and master the art of reading and writing, they must need to learn, to listen, to speak, to read, and to write in a new language. Because language is an interactive process, Students learning a language need ample opportunity to interact in a meaningful, interesting context and play with the language while developing vocabulary and structures. They need the collaboration of their peers and teachers in creating meaningful contexts and negotiating meanings in those contexts.

People have always told stories. It is the oldest form of remembering. In ancient times, long before written language was developed, people told stories to preserve the history, traditions, desires, and taboos of their social groups. Each generation told their stories to the next, which in turn told the stories to the youth of the generation that followed them. A story session is a time to share feelings. A relaxed, happy relationship between storyteller and listener is established, drawing them together and building mutual confidence. The English language teachers' building materials are words, sounds, and language patterns. The tools are the voice, face, and hands. The product is the creation of a shared human experience based on words and imagination. Storytelling is an individual art, and an imposed method or ready–to–use plan will prove inadequate. Beginning storytellers must go beyond the rules. They must know their personal strengths and develop their own unique style. There are many important advantages of storytelling. Short Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning. Stories exercise the imagination. Listeners can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps to develop readers own creative powers. Stories educate, illustrate, enlighten, and inspire. They give relief from the routine and stimulate the mind. They are a great motivator for teachers as well as for students. Stories are used in an exclusively positive scholastic setting, no costly audiovisual equipment nothing coming between the listener and the teller. Storytelling is learned slowly over a long time, but the novice and the expert storyteller can both experience success on different levels. A storyteller eventually makes a personal collection of stories for various occasions and purposes. Storytelling is a folk–art which can't be manipulated, intellectualised, or mass-produced. Its magic is unique. The storyteller is always a teacher, and the teacher is always a storyteller. From the above analysis proceeds that with regard to language acquisition, psycholinguistic approach can provide much useful information concerning verbal responses and reinforcement. Stories help students to know themselves and to know others so they can cope with the psychological problems of growing up and acquiring language easily through psycholinguistics approach.

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3. Hybridization of language in the works of Uma Parameswaran

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Uma Parameswaran's works bring out the struggle of the immigrants whose identity gets fractured in the host country. She goes a step ahead by dealing with the problems of the immigrants whose sufferings are more due to their immigration. The diasporic experience is like riding two horses simultaneously, the horses representing the two diverse cultures and languages. There is an interrelation between life and literature, literature and language and language and life. Language and cultures are transformed and enriched as they come into contact with other languages and culture. Uma Parameswaran's immigrant characters' language with all its slang sounds unrealistic and mars the effect of naturalness, though realism is the author's intended goal; even as the high sounding English expressions used at times with literary quotations might cause some raised eyebrows. Several questions that seem central to the issue of language and creative process in the context of community are, how does one communicate across linguistic boundaries, and what does one do with the cultural undertones and overtones that are inescapable aspects of any communication. Almost every work of Uma Parameswaran, most of her characters, frequently use the hybrid language, for example, Namita, in *Riding High with Krishna and Baseball Bat,* Savitri, Jayant, and Jyoti in *Mangoes on the Maple Tree*, Maru in *What was Always Hers*, and the *Dear Deedi, My Sister*, the title itself represent the hybridization of language. The emotions are better expressed through one's mother tongue. It enables them to reveal their thoughts deep in their heart and their emotions. Uma Parameswaran has used hybrid language in her works. The cultural beliefs traditions and ethics, of the native country are described in Standard English interspersed with relevant words in Hindi. Her writing style is unique in Indo-Canadian literature. The present paper attempts to explain hybridization of language in Uma Parameswaran's works**.**

Uma Parameswaran was born in Madras and grew up in Jabalpur, India. Living in Winnipeg, Manitoba, since 1966, she is a retired Professor of English at the University of Winnipeg. Married to a mathematician, they have one daughter. Uma Parameswaran sat on the National Council of The Writers' Union of Canada and twice been Chairperson of their Status of Women Writers' Committee. Uma Parameswaran is the author of numerous books, including plays, poems, literary criticism, and now fiction. Her books in other genre include drama- *Rootless but Green are the Boulevard Trees* and *Sons Must Die and other plays*; poetry- *Trishankuand other Writings*; and criticism- *SACLIT: An Introduction to South Asian Canadian Literature*. True to the New Muse Award's nature, *What Was Always Hers* is Uma Parameswaran's first book of fiction. Her writings deal with Indian immigrants, especially though understandably- women and their plight in the new country.

Being an immigrant of 1960's, Uma Parameswaran, an Indo-Canadian writer, fulfills both the requirements of Diaspora. While the 'melting pot' ethos of the American culture helps to iron out the socio-cultural differences to a great extent, creating a monolithic 'American' identity, the multicultural 'mosaic' of Canadian culture protects the rights of ethnic cultures to maintain distinctive identities within the mainstream of Canadian culture, while retaining at the same time, her distinctive Indian identity. The New World presented is not a fantasy that cancels the reality of the past but on the contrary, it is a readjustment, adaptation, participation and fulfilment.

Immigrants are still attached to their home country and there is no question of the greater country to adjust to the ways of immigrants. Immigrants also tend to stick to their cultural identity and refuse to integrate in the typical and are at the crossroads. They have yet to shed their cultural prejudices and enter into the veins of the country they live in. So, a lose gain situation should exist whereby the immigrants are able to discard some of their cultural baggage and gain entry into the society they are dealing with at present. They have to learn to cope with a new environment and make new lives. Immigrants must realize that every struggle is a victory. Ethnic groups hanker to be accepted and recognized in a foreign country. But they are the voice to reckon with today.

Diasporic writers have put forward their views and they have highlighted cultural diversities and propagated a better understanding of the same. And the emotions are better expressed through one's mother tongue so most diasporic writers have used their mother tongue frequently in their works. South-Asian Women are tied to the apron strings of patriarchal requirements. Thus, they lose their identities and are forced to adjust in foreign settings whereby they end up being maladjusted. There is a void that they cannot fill but now women are trying to break out of stereotyped roles. Immigrants are nostalgic and tend to cling to the cultures of their homeland and become quite obsessive about their home country. They tend to stick to their communal thinking and find it difficult to integrate into the mainstream of the society they are living in. They are exploited economically and are like birds in a cage, and hence they cannot assimilate into the culture that exists at the given point of time. They are under a state of conflict most of the time.

Expatriate writers perceive multicultural scenario from personal experiences. They vividly intertwine day to day situations as against different cultures that they face. Initially, they enter a new country with fear and awe, and miss their native place. Mostly the immigrant people they were in foreign country if they met their country people suddenly they get surprised and automatically they spoke their mother tongue that was the nature. So the writers also used the same way whenever their characters were got emotional or enthusiasm they spoke hybrid language. It enables them to reveal their thoughts deep in their heart and their emotions.

Uma Parameswaran was the perfect example for using the hybrid language in her works. For example in *Riding High with Krishna and a Baseball Bat and other Stories* Uma Parameswaran used hybrid language through the protagonist Namita. She was calling her father as 'Papaji'(8) and has called her mother as 'Chotti Ma'(Little mother)(10) and daily she did 'Poojai'(8) to her 'IstaDheivam', 'Durga Mata' (8). Namita's parents were arranged the marriage for her. After they fixed marriage they have called their son-in-law as Tarun Sahib. Sahib was the word used for respective people among north-Indians. And they invited the young couple with 'Aarati' and 'Kumkum'. Throughout the story frequently the writer has used the hybrid language from the beginning to the end. It was so comfortable to the readers also.

In her *Maru and the Maple Leaf* she did the same. In this novel she has interwoven a biography of her own writing life into Priti's relationship with her fellow doctor, Stephen Woodhouse. She has explained various experiences of her life in between she had used Tamil and Hindi somewhere. For example, in this novel, on the fourthchapter she had used the words "Ramu oh Ramuengedairukke nee?" (54) Suddenly the character got emotional so author used their mother tongue because whenever someone get angry or happy they had used their mother tongue automatically that was the nature. Here Uma Parameswaran beautifully portrayed their emotion through their own language.

And another place on the same chapter Maru and her Husband were watching the emotional movie they felt much and they chorus said "Aiyoo Paavam" (54). So Uma has beautifully interwoven her thoughts with hybrid languages in her works. Uma Parameswaran was the founder

of PALI (Performing Arts and Literature of India) and organized Winnipeg's first series of formal dance instruction in 1978. She has explained about PALI experience through her novel *Maru and the Maple Leaf*. Maru said to Priti about the dance performance she had taught the 'BharataNatiyam'(84) and 'Mudras'(84). Our ancient dance BharataNatiyam was wonderful gift by our ancestors said by Maru. So whenever she spoke about their native land or their native culture automatically she used her own language.

In chapter six of the same novel, she had given some dance experience story. That had been prepared for one of the dance concerts Maru had arranged, by Kalpalatha. She was a lovely young and charming woman. When she was describing goddess Parvati in one of the dances, a little girl got up in the theatre and joined her arms in prayer shouting "Ummachi, Ummachi"(104) the baby-language for goddess in Tamil.

Then we take the novel *A Cycle of the Moon.* This novel almost recasts the relative-oriented life of South India. The novel begins with Mayura who is the protagonist of the novel. Judge Ramakrishna Iyer was the Patriarch of the family, grandfather of Mayra. Having married of four daughters and several nieces, the old man was an undisputed authority in conducting weddings, as he was in everything he undertook. The entire function followed a pattern that had been perfected through the years.

> The family astrologer was the first to be closeted with the judge. Once the date was fixed, and the 'Muhurtham'(4), the hour when the 'Thirumangalyam'(4) should be tied round the bride's neck, others were called in the family purohit, the jewekkersm tailors, caterers, nadaswaram musicians(4)

The above statement shows the language of Uma Parameswaran that she was frequently used the hybrid language in her works.

"Ramakrishna Iyer had gifted away not just one daughter but five including his niece; gifted yes, that was the word 'Kannyadaan'(12) the Sanskrit sacraments were cruel there; they brought out all too unequivocally the irrevocability of the gift to which men and gods were witness"(12). We take lot of examples in this novel. Throughout the novel Uma Parameswaran has used the hybrid languages in her works like Tamil, Hindi and Sanskrit.

Almost all of her works were the example of hybrid language using. For example*Mangoes on the Maple Tree, What was Always Hers, Fighter Pilots Never Die* and *Dear Deedi, My Sister*, the title itself represent the hybridization of language.

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4. Teaching English Language in an Innovative Way

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Introduction

English is rich in its culture and tradition, vast in its literary output and wonderful in scientific and technical prosperity. English is a West Germanic language from the Indo-European family, spoken only in English is now the most widely used language in the world. Now English is an International language. English undoubtedly plays a major role in various aspects of development. Nevertheless, it is important that we should not exaggerate the importance of English nor should we undervalue the importance of other languages. We must temper our enthusiasm for English with a sense of responsibility towards those who do not have easy access to it.

E-Learning

The term "e-learning" may be described as "online learning" and "virtual learning". At home individuals are granted access to programs that offer them the ability to earn online degrees and enrich their lives through expanded knowledge. Experience in the area of teacher training has shown that teachers attending courses about e-learning, computer notebook-classes, or teaching with new media expect demanding interactive content or multimedia applications. Apparently, teachers widely believe that in order to implement e-learning in the classroom they have to learn how to use flash or other programmes first. It is not easy to convince teachers who are often enthusiastic about and eager to work with the new media, that e-learning is actually about learning and teaching and thus requires didactics above all.

In particular in computer notebook-classes, the development from teacher-centred to student-centred learning often results in content-centred learning, which reduces the students' activities to mouse clicks in an interactive, content-based environment. This development is far from the concept of the construction of knowledge through free action in realistic situations. Teachers in notebook classes have a universal tool as their disposal, which combined with a bit of imagination can help them to find new ways of learning. In this context, Eva Grostenberger has developed a new method of language teaching, which relegates technology and content to the background and focuses on the individual student's language work as cognitive activity.

Task Based Language Teaching (TBLT)

Just like teachers, government agencies in Asia specially the Eastern part take special interest in Task based language teaching (TBLT), a much more modern and advanced version of

language teaching. TBLT in the initial stages proved very successful in the primary and secondary schools for its readymade and appealing tasks. In this connection it may be said that TBLT helped communication language teaching (CLT) to make room for itself as a language teaching technique. Many methods, techniques and approaches like Grammar translation method, audio-lingual method, functional national method etc., were used in Bangladesh in teaching and learning a foreign language. From time to time various new methods and approaches replaced the older ones with new tips, techniques and with extremely new prospects.

Innovative Methods, Materials and Practices in ELT

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

These stereotype methods and teaching material make the learning a monotonous activity and create distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore, the necessity to deviate from the grand methods and materials and to use innovative material and techniques of teaching has been strongly felt. Use of novel teaching techniques like miming, dramatics, creating novel activities and tasks and participating in the same and the use of authentic materials such as songs, cartoons, advertisements, sports commentaries, episode from films, local folk literature etc.

Teachers can involve learners directly in the learning process by providing them direct experience by assuring their participation directly in the learning process. By using authentic teaching material available around him and the material that is connected to the experiential and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner-friendly.

Benefits of the New Method

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

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

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

Conclusion

As students tend to put the emphasis on completing a set task rather than on learning something from it, encouraging students to reflect on their work has probably been the most difficult part of this method, but also the most valuable. Generally, the implementation of the method takes a considerable amount of time, because the students and teacher have to get used to the new teaching scenario as well as the technology involved. Furthermore, the method, stimulating as it may be for students, is generally time-consuming for the teacher, both in the preparation and feedback stage. Thus the English teacher must always be friendly with the learners to identify their problems, to be able to rectify them for the students in a friendly, non-threatening way.

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5. Language Acquisition through Literature

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Etymologically the term 'literature' is derived from Latin 'littera' meaning, 'letters'. It refers to not only the written works of creative imagination but also spoken or sung texts. It can be said oral literature.

The main purpose of using literature is to help the students improve their English language. Communication skills can be improved through interaction in a classroom. It is possible through literature. It is said that literature records not only the events but also the experience interpreted by the readers according to their perception. It would be very interesting to learn the language in a friendly environment.

In the Indian scenario during the British rule, Indians were taught English by the British tutors. The methodology was practised as in the English-speaking countries. After they left, gradually the glory, richness, depth and vastness of the English language has started fading. Only a few masters the language. The regional dialects become a hurdle for the learners but they try to excel in English language because English is the means of communication. Many English-speaking courses sprout here and there giving hopes to speak English in 30 days but in vain. Lot of difficulties are faced by the non-native speakers of English learners.

Traditional methods have been replaced by interactive methods with the help of literature. It becomes a technique to acquire the four basic skills (listening, speaking, reading and writing) and language areas like grammar, enriching vocabulary and proper pronunciation. While reading a literary text with personal involvement the learner tries to understand the meanings of lexical items, enriches vocabulary, sentence construction and so on. They too become familiar of written language through reading.

It is a known fact that even graduates hardly express themselves either in spoken form or written form. There were many reasons found by the scholars for the poor academic performance among the learners of English language and those who excel in academic performance too find it difficult to express themselves in spoken and written forms.

Different scholars define the use of literature in the language teaching in different ways. According to Onuekwusi, "Literature is any imaginative and beautiful creation in words whether oral

or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience" (Ihejirika 86).

According to Ayo, "the utilities of Literature could be educational, cultural, moral, recreational and socio-political. Literature helps to develop the learner's linguistic performance because it arouses their zeal and keeps in them an ever-ready inclination to read. Moreover, it helps the learners to develop fluency and the ability to comprehend what is read" (86).

Lazer states nearly five reasons to include literature such as motivating materials, encouraging language acquisition, expanding students' language awareness, developing students' interpretative abilities and educating the whole person in a classroom to teach English.

It is apt to quote, "According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement" (Hişmanoğlu 53).

And, "Prose text will be used to teach language, vocabulary, phrasal verbs, contemporary issues, theories like psychoanalytical issues, communicative skills which further facilitates to discussion among peer members and most probably reading" (Parab 750).

Any plain text cannot reach the aesthetics where as literature reaches a person's heart. Literary devices such as images, metaphor, simile, irony are taught and learned through poetry. When the teacher reads the poem aloud with the variations of tone and intonations, it evokes the feelings of the learners which they connect with their day today life.

There are two major advantages of literature for teachers, as it is mentioned by Vural,

> "first literature may develop positive attitudes towards reading and learning languages, and second learners' attitudes to values may be improved by literature, because literature may increase learner's understanding and tolerance for cultural differences. It should also be noted that in literary texts different cultural environments and backgrounds are expressed, and this may cause some difficulties in reading and general comprehension" (18).

Short stories too play a supreme part in the act of learning the language. This technique is used mainly in comprehension where the learners read and reread the story with enthusiasm. They can also be asked to write the summary of the story on their own words which will improve their writing skills.The learner relates it with life, and brings out the moral of the story. They learn tenses too through the stories as the learning progresses.

Dramas play an important role. It is a kind of interaction. Learners can enact. According to Lenore, the educational benefits of drama are,

stimulates the imagination and promotes creative thinking, develops critical thinking skills, promotes language development, heightens effective listening skills, strengthens comprehension and learning retention by involving the senses as an integral part of the learning process, increases

empathy and awareness of others, fosters peer respect and group cooperation, reinforces positive self-concept, provides teachers with a fresh perspective on teaching, transforms the classroom strict atmosphere into a humorous atmosphere, exposing the learners to the target culture as well as to the social problems a society may be undergoing, helping learners improve their level of competence with respect to their receptive and productive skills. (752-3)

Reading novels benefit the learners. It stimulates the mind, stretches imagination enriches vocabulary and grammar, improves writing skills. As the writers of different countries represent diverse culture, learners will have good exposure to language and more chances are there to become proficient.

In the words of Lazer, "Literature is a particularly good source for developing student's abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the reader learner is actively involved in 'teasing out' the unstated implications and assumptions of the text" (Rani 641). Teachers should try to select the apt literary texts suitable for the relevant topic which they intend to teach. It must depend on the age of the students, their interest, their proficiency level, and from simple to advanced level. Then only it will serve the purpose.

At present the prime purpose is to learn communicative English through which the learners focus on attending interviews, getting a good job, personality development, promoting business, and a variety of reasons. Teachers have to acquaint themselves with the growing needs of the learners. Then only they can show a variety of expressions and the function of language. It is observed, "One great problem is that many teachers believe that teaching about the language in itself will make the learners capable of using the language for communication. In fact, there is often 'a great ability gap' between having information and being able to use it spontaneously for communicative purposes" (639-40).

It is also observed that, "¾th part in the English subject prescribed both at school and college level has more literature part when compare to grammar because grammar is only required to learn the rules of usage in the language whereas the literature deals with the communication and vocabulary of the language" (643). Thus, learners develop both creative thinking and writing too.

In the twenty first century, the focus on learning a language is,

"no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe. Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their

language and cultural skills to facilitate the connections they are eager to make" (Eaton 5).

From teacher centred learning, we have been moved to learner centred teaching. Even language labs which came into existence to gain auditory exposure of the native speakers of English have been declining. It has been replaced by electronic gadgets. With the help of internet, youngsters gain knowledge. They enrich their vocabulary. They learn new words which they try to exhibit. Here the teacher focuses on the talents of individual and their skills. In addition to it, the learners are trained for public speaking and presentation skills as it is trendy. It is also employment oriented. It is also said that "leadership and interpersonal skills are also necessary to make connections and develop lasting partnerships. There is a trend towards learning other languages as a means not only to become self-empowered, but also to empower others" (Eaton 15).

Non-native speakers of English too write poetry, prose, drama, non-fiction, and fiction in the English language. Other literary texts have been translated into English and gain international attention. Kim says, "English used in Hong Kong is unique, and so is the English in India, the Philippines, Australia, South Africa, and other places. That's why some experts suggest that English language should no longer be written as "English", but "Englishes" "(3). He states that the diversity of the English language is divided by Kachru into three, " "inner circle", "outer circle", and "expanding circle" "(3). Inner circle covers the speakers of English whose mother tongue is English. Outer circle refers to those whose mother tongue is not English but learned English as their second language. The expanding circle covers those who speak English only in specific environments and not used within their community. They have their own English accents, and errors reflect the characteristics of their mother tongue.

Parab cites three models proposed by Carter and Long. They are, Cultural Model, Language Model and Personal Growth Model.

> "CULTURAL MODEL which represents the Literature that brings into the picture as regards of the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms. The second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artefacts and, in broad terms, the understanding of our society, culture and ourselves as we function within." (749)

English teachers upgrade themselves professionally by attending conferences and seminars and learning the upcoming ideologies. Larsen Freeman asserts, "it is the fifth skill of language that enables the efficiency to use grammatical structures with accuracy. Academic qualification alone

may not help teachers to grow professionally, on the other hand, they need to equip themselves with the current practices" (Abilasha 49). Then only the language teachers gain good command over language through literature. When they use literary text in the class can teach the language effectively. The learners observe the usage of the tone, intonation and phonetic sounds, right pronunciation of the teacher. All can be learnt in the initial stage of the learning process.

Boredom is avoided when literature is incorporated into the learning of language. Even nursery rhymes which children love to listen and enjoy helps them to strengthen their ability to listen to the sounds because of its rhyming. It also builds their vocabulary. It is also said by Anna Geiger that singing rhymes could improve the motor skills and coordination. Fairy tales are also very interesting to use in the classroom to teach language skills and also values. The language is very simple. Learners may not even realize their expansion of knowledge when they read these stories. It will initiate the learners to read it and their language skills improve.

At the advanced level of teaching English, Alan Maley suggests the learners to creative writing and, "keep a thesis journal where they record their progress and feelings about their thesis as it develops. Others keep a creative writing journal, where they record their feelings, thoughts, ideas and even rough drafts of poems, stories," and give feedback. Listening to news and transcribing it for their class mates would also help them effective usage in learning English. Asking learners to write sub-titles for literature related English movies is also a practical solution says Maley. Maley adds learners can also "investigate how certain structures, words, collocations etc. actually work, and draw up rules for their use."

Thus, literature in any form plays a vital role not only among the native speakers of English but also among non-native speakers of English. The teacher need to relate to the needs of the learners and choose apt literary texts and encourage the learners to use the language in day to day life situations. Parab concludes, "Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students" (753).

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6. English – A Window on the World

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Salem-7

"English language is the greatest gift of Goddess Sarswati to India"

C.Rajgopalchari.

Language is our primary source of communication. It is a method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human beings. There are many languages in the world of which English is official language in many countries and it is considered to be a global language, a link language and a library language. In the internet a majority of websites are written and created in English. It is estimated that the number of people in the world who use English to communicate on a regular basis is 2 billion. English is the dominant business language and learning English can really change an individual life. It creates many job opportunities.

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education. Fluency in the English language is the need of the hour, since it is most wanted in job markets. Most of the software such as 'Windows', 'Microsoft Office', 'Internet Explorer' are firstly written in English, and these programs are the basic vital factors for communication over computer.

English has been holding, is holding and will continue to hold a unique position in India. No doubt, English is a language borrowed from six thousand miles away and it belongs to an entirely different nation. But this does not mean that we have no relationship with it. It has been dominating the whole scene in the past. It is, in fact, the language of the world civilization. Its richness, its flexibility, its elegance, its dignity seem to have made it universally popular.

For more than two centuries English has been in India and Indian writers and authors have made generous contribution for the development of English language and literature. Among the great political leaders Mahatma Gandhi, Pandit Jawaharlal Nehru has been prolific writers in the language. Undoubtedly English is an international language and hence to improve our self we should be acquainted with the English language to have a cutting edge.

The language problem has been one of the major issues in our country since long. If we study the history of the past forty years or so, we come to know that different states have come into

being only on the basis of one language or the other. Language is done through which a child contemplates the past, grasps the present and approaches the future. It goes without saying that the language plays an important role in the mental, emotional and social development of a person.

Though English is a foreign language yet it occupies a unique position in our country. Whether we are at home, in the state or out of it, in the country or away from it, English is important and it continues to hold a unique position.In our country, English was introduced about two centuries ago with the coming up of East Indian company and the British. Initially, its role was in the trade and commerce of the country, but gradually it occupied a very important place in the political and educational life of the country.

Lord Macaulay desired to produce through English education, a class of persons Indian in blood and colour, but English in taste, in opinion, in morals and in intellect. English dominated the studies' curriculum during the English period. But after the departure of the English from our country, its position underwent a tremendous change.

1. English - A Link Language.

In our country, education is de-centralized. Different states are having different regional languages. English links them together. If a person living in Punjab wants to correspond or converse with a person living in Haryana or U.P.,M.P., it is not possible unless he takes the help of English language. They could think over and discuss problems collectively through English medium. So we find that English language has been a unifying factor in the past.

In the words of Pt. Nehru, "The language link is a greater link between us and English-speaking people than any political link or Common wealth link or anything else. It is so because we can see how their thoughts are functioning, much more than in other European languages."

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2. Language of Science and Technology

The standard books of Science, Medicine and Engineering etc. are available in English only. So it becomes an absolute necessity for us to have knowledge of English. English is the key to the store-house of knowledge not yet available in the Indian languages and as a window to the rapid progress of technology and knowledge that is constantly taking place in the world.

English is needed, if we want to keep pace with the fast advancing countries of the world. The other countries are far ahead in the field of science and technology. Our scientists and doctors can make further progress in their career only if they know English. All up-to-date information in

technical subjects is available in English. Nobody can deny the fact the English is a language of science and technology. We have to depend upon its study if we want to mirror to ourselves the progress made in the field of science and technology. We may step into any trade, industry or administrative work; we find that correspondence is done mainly in English.

3. International Language

English is a common language not only of all the states of India, but also of the different nation of the world. It is a language which is spoken and understood all over the globe. It is the first language in the United Kingdom, the United States of America, Canada and Australia and the second language in India, Africa Russia, France, Pakistan etc. Thus the number of people speaking this language is about 350 million which is next to the Chinese language. It is English and no other language which can serve the purpose of linking together the different nation of the world. Chinese may be known to the greater number of people but that is confined to the Chinese subcontinent. On the other hand, English is spoken by the people who are living in the different countries of the world. English is international in the sense that it helps in interlinking the relationships of people living in different countries of the world. English is such a language which has international status and it will help them hold discussion

English has become a world language. It is the means of international communication. Hence English language is indispensible for us. Even Mahatma Gandhi had to say:

"English is a language of international commerce; it is the language of diplomacy and it contains many rich literary treasures; it gives us an introduction to western thought and culture."

(i)   English helps in international trade and industry.
(ii)   It leads to better understanding between the different nations of the world
(iii)   The latest and up-to-date information in the field of science and technology is available in English only.
(iv)   A person knowing English stands opportunities of employment almost in every country.
(v)   It helps in bringing people of different nations in closer contacts.
(vi)   English is, in fact, the most important repository of world culture.

4. English - A Window on the World

English is a window to world knowledge and it serves as the gate way to twenty first century thought and culture, it may be science, commerce, literature, medicine and social advancement. Pt. Nehru's words "Our major window for the modern world" regarding English language are quite apt. English is the only means of preventing our isolation from the world and will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance.

Thus we find that English informs us about the advancement or progress having taken place or throughout the world. It may be the field of science, technology, medicine or it may be any human activity we come to know about it through this language. It is a highly developed language and it mirrors to us everything in the true sense.

5. A Foreign Language Already Known to Indians

English is a language prevalent in our country since long. Many people already know this language. So the idea that we should learn some other language - may be French or Russian, does not suit. For learning some new language, everybody will have to make efforts from the beginning. As far as English is concerned, we know it already. Pt. Nehru once said regarding English language, "We know it good deal and we have people who can teach it."

6. English - A Rich and Beautiful Language

English is, indeed, a very rich and beautiful language. A writer can express his thoughts wonderfully by using the choicest words and idioms of this language. Every sort of thought, whether simple and plain or high and profound, can be well expressed by using this language. English has, undoubtedly, a highly developed literature. Both in the quantity of thought and in the quality of style, this language are unrivalled. English has also been a great source behind Indian Renaissance. If we examine the factors behind literary renaissance in India, we can say that the renaissance was born in English class rooms. Indian scholars and political reformers learnt much from the eminent writers like Milton, Darwin, Carlyle, Arnold, Shaw, Wells etc.

7. Knowledge of English - A Successful passport For Employment

The knowledge of English, as we know from the social conditions prevailing all around, provides a privileged position to a person. There are so many jobs for which a person with a good knowledge of English is considered to be an asset. The prospects of employment are there not only in our own country but also in other countries of the world. Thus we find the study for English is a necessity and an advantage for us. A person knowing good English can get appointment easily as compared to other subjects.

Conclusion

Therefore it is understood that many of the world's top films, books and music are published and produced in English. Hence by learning English an individual will have access to a great wealth of entertainment and will be able to have a greater cultural understanding.

In the present scenario most of the content produced on the internet (50%) is in English. So knowing English will allow us access to an incredible amount of information which may not be otherwise available. Learning English helps us to know the culture of the other countries. Hence for all the above said reasons English has to be learnt in order to progress ourselves in life.

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7. AN ARTIFICIAL INTELLIGENT PROGRAM TO INTEGRATE ORAL AND WRITING SKILLS IN ENGLISH

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INTRODUCTION

In India, parents choose English as the medium of instruction for their children because English is the language of computers, language of business, language of science and technology and the list is endless. By grasping the mind-set of the parents and societal needs, the schools in India try to be monolingual by aspiring to fulfil the wish and objective of the parents. But the Indian societies are multilingual and hence the children who hail from diverse background fail to adapt to changes. The children who have been trained to think in their mother-tongue feel depressed and agitated when they are compelled to learn in English. On the other hand the students who learn in their mother-tongue are compelled to join in English medium at college level when they complete their school education. The sudden switching-over from regional medium to English medium leave the students embarrassed and the steps taken to enrich their language skills become ineffective. They lock themselves in a shell. They neither peep out of it nor permit their communication teacher to enter inside. But Krashen, in his book *Principles and Practice in Second Language Acquisition* states, "English is perhaps the most studied language as far as the natural order hypothesis is concerned, and of all structures of English, morphology is the most studied (12).

Language learning is a process which includes oral communication and written communication. For any language learner the oral skills do not develop separately as it is always intertwined with reading, writing and listening. Speaking needs comprehensible input and social interaction. Any language learning class room should be designed to include the tools needed to motivate two-way communication from the students. In the due course the students learn to write by memorizing but fail to express their ideas and feelings. Students are trained to master certain grammatical rules and in turn they write sentences without error but they fail to communicate what is exactly in their mind. The thoughts in their mind remain either partially expressed or unexpressed. Such unexpressed ideas are a great loss to the nation and hence the students from Science and Engineering and Technology fail to shine. The research articles written by them are partially expressing and hence they are rejected.

The website ideaconnection.com publishes the patented research articles from all the Universities of the world. Regularly three to ten research articles are being patented every day and

none of the articles are from the Indian Universities which speaks about the miles that the students and English teachers of India have to cross to overcome this major threat.

This paper aims to discuss the possibility of introducing an Artificial Intelligent Program to promote a two-way communication between the English teacher and the students in Tamil Nadu.

In recent years artificial Intelligence has been introduced in language teaching and learning. The Department of Applied Foreign Languages at the University of Science and Technology in central Taiwan has introduced the first Artificial Intelligent Programme LUCY designed by Speak2me.net Company. The users can communicate with the program by typing and LUCY chats with the users by searching words from its huge database. Shih-hsien Yang, the professor of the Department of Applied Foreign Languages, National Formosa University, Taiwan, China ensures, "It possesses a big database and linguistically correctness that are different from other old AI programs such as Eliza"(2). The experts are given an option known as "Teach Lucy" whenever they locate an error and hence its database is extended from time to time.

The female virtual face of LUCY motivates the users to feel comfortable and the active questions from her energize the users. She interacts with the listeners. The users can hear her voice as well as see the textual part of their conversation on the screen. The AI program is enriched with a number of appealing and practical functions like

(1) Text communication

(2) Audio communication

(3) Two-way communication in real-time

(4) Virtual face with audio output

(5) Big database

(6) Teach Lucy

The students of the Department of Applied Foreign Languages at the University of Science and Technology in central Taiwan freely discuss with this AI program LUCY. This program helps not only students who are hesitant or feel inferior to discuss their doubts with their communication teachers but also the teachers to train the students with ease. Shih-hsien Yang, the professor declares,

> Once students open up, relax and start talking online with Lucy, many of them benefit from the experience greatly especially for those learners who are not ready to chat in the chat rooms. In addition to writing, once students get used to write short dialogs, teachers can train them to write longer and more academic-like works. Writing course might not be unexciting any longer for both teachers and learners. (4)

Computer with internet access and Artificial Intelligent Program wide opens new-fangled aspects for language teaching and Learning. If such a program is attempted to train the students who hail from Tamil Medium at Tamil Nadu, it demands a collaborative work of experts of English and Tamil as well as Computer Science. The program should include

(1) Oral and writing activities—Individual and group (pair) work

(2) Teamwork and evaluation—Learners can reflect their views individually or collaboratively as per demand of the situation. The AI program needs to assist them in writing dialogues without errors before it is practised orally with their group members. It should enhance their confidence level.

3) Pronunciation- If the learners are permitted to interact with the AI program the pronunciation of the listeners would also be refined.

4) Human and AI interaction—It is a challenging task to make the AI program to understand the thought process of human beings that too in Tamil which is a renowned classical language.

5) The AI Program has to be designed in such a way as not only to correct the mistakes of the learners but also to teach them how to rectify the mistake by recording them. So it would be useful for the learners to compare their original version with the corrected version. The students who poorly cooperate with their communication teacher in real time class room will feel comfortable as their anxiety is greatly reduced.

6)Activity Based Learning: The Language Teachers assign activity based exercises to remove the long spell of hibernation in spoken part of English. When the AI program assist in their individual presentation or group based activity, the students can interact in the class room without stress. This AI program should act as an intermediary between the students and the language teachers.

7) Data Base: It is really a time consuming and ever-widening process. Tamil is a classical language and its vocabulary is limitless and the experts cannot be choosy in their input.

Challenges

The real challenges in designing the Artificial Intelligent program are many.

- Dialectal variations: The existing dialectal variations in the spoken Tamil language are a major challenge for designing the Artificial Intelligent Program. Some of the Tamil dialects include Tirunelveli Tamil, Madurai Tamil, Kongu Tamil, Chennai Bashai, Brahmin Tamil, Central Tamil dialect spoken in Tanjore, Trichi, Thiruvarur and Nagapatinam, Srilankan Tamil dialect which include Jafna Tamil, Battilca Tamil and Neganbo Tamil Iyengar Tamil of Karnataka, Sankethi Tamil etc., To overcome the hurdle the written part of Tamil need to included in the database. The controversy is that to train the spoken English to the students of Tamil Nadu the written part of Tamil language need to be used.

- Thinking Pattern: The same idea can be represented by the users in different ways. The choice of the words in Tamil in expressing the ideas should not affect the learning process. The database needs to be designed in such a way as to meet the demands of all the users which in turn may be a time consuming process. It also demands the feedback and support of many experts, scholars and learners. Even after the introduction of this Artificial Intelligent Program at schools and colleges constant monitoring and feedback need to be collected from the communication teachers to rectify the practical difficulties and to enrich the program effectively.

- Computer Literacy: The students who hail from rural environment are to be given computer literacy programs before introducing them the AI program.

- Cost: The cost of designing the AI Program requires the support of a funding agency. The schools and colleges should be equipped with the Language Lab with speakers, headphones, uninterrupted power supply, Internet access and special training hour in their time-table.

Visual aids and audio are the good resources to enhance learning. Creating an interactive environment for learners by minimising the hurdles in their way would bring better results. The

burden of language teachers would also be minimised if the students are given an attractive platform to surmount their anxiety. Teachers can also be given a part to create activity –based exercises.

The AI program needs to be designed in such a way to provide the learners with ample opportunities for interaction beyond restriction. If such a program is made available language teaching would be made simple and easy and at the same time learning English would not be considered as a Himalayan task. Lack of communication skills lead to lagging in research activities in India. If such AI programs are designed, it would boost the thirst for research in India.

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8. GLOBALIZATION OF ENGLISH IN THE MODERN AGE: A LINGUISTIC PERSPECTIVE

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The three factors which mainly contribute to the spread of English are: (a) English usage in science, technology and commerce; (b) The ability of English to incorporate vocabulary from other languages; and (c) The acceptability of various English dialects and literature in postcolonial world. Out of these three, the first one is highly influenced by the process globalization and cyber revolution. The revolution is redefining the world ignoring geography and borders. In less than twenty years information processing once limited to the printed world has given way to computer and Internet or computer-mediated communication, which is closing the gap between spoken and written English. It encourages more informal conversation in language and tolerance for diversity and individual style has resulted internet English replacing the authority of language institutes and practices. Secondly, it has large vocabulary of which 80% is foreign borrowed from Spanish, French, Hebrew, Arabic, Hindi, Urdu, Bengali and Chinese and so on.

Cyber as a prefix first appeared in the word "Cybernetics", which was coined by Norbert Weiner derived it from the Greek for "Steersmen" and the idea of control is central to it. William Gibson is best known for using Neuromancer, but he had actually invented it years ago in a short in the Omni magazine. The meaning of cyber has evolved over the past decades. Its original sense in "Neuromancer" was of electronic space as perceived by what we would now call "Virtual Reality". The brain and senses strictly linked with the world of computer and communications and so could experience it as an actual landscape. With explosive growth of interest in the internet, its popular sense shifted to a weakened one that refers to the intangible (and hence mysterious) one that refers to the intangible (and hence mysterious) electronic domain. More recently, still, it has moved towards becoming a loose synonym for 'electronic'.

At present, people feel that the world has become a small village because one can talk to anyone, enter into any library, discuss on any academic problem, share the idea, seek any information and search the information which is not commonly available. This shows that one can access to any nook and corner of the world. This has been made possible due to the invention of internet, voice mail, E-mail, Cyber Cafe, etc. Recently, virtual university has come to existence without walls and bricks. People are studying in the virtual classrooms. One need not travel to other countries and complete education staying at own place of residence. This was not possible earlier, which shows that accessibility has increased.

One with internet connection can get an access to any library whose membership is open. One can search the title of the books in any subjects, within a book contents can be searched, after selecting the topics, one can download it for reading, and if required one can either print all the pages or even a portion of the page. It also points out the increasing accessibility to library, classrooms, research organization, etc.

While working on computer and sending E-mails, one has to familiarize the abbreviations and basic net speaks like BTW= By The Way and FAQ=Frequently Asked Questions. Given below is a letter received by a lady.

Dear Aunt,

I hope UR fine. I went to the book fair = 0 to find so many titles! I bought Lord of Flies. Talk about F2f; BTW, Took up a summer job, RU LoL? Sorry, I did not write earlier >: - 0? TTFN.BCNU:>

ABBREVIATIONS

1.	BTW	=	By the way
2.	BCU	=	Be seeing you: (embarrassed)
3.	BRB	=	Be right back (used while chatting)
4.	B4	=	Before
5.	FAQ	=	Frequently asked questions
6.	FY A	=	For your action
7.	FYI	=	For your information
8.	FIF	=	Face to face
9.	HRU	=	How are you
10.	IMO	=	In my opinion
11.	IMHO	=	in my humble opinion
12.	IMNSHO	=	In my not so humble opinion
13.	FWW	=	For what its worth

14. LOL = Laughing out loud

15. / .... @ = a rose

16. = 0 = surprised

17. > : - 0 = angry

18. : > = smile

19. TIA = Thanks in advance

20. ROTFL = Rolling on the floor laughing

21. WTG = Way to go

22. TTFN = Tata for now

It's learning a new language, isn't it? With precise, informal and Intimate style. The purpose of the E-mail message and abbreviation are to communicate quickly and effectively within a short span of time. In fact, the cyber revolution is responsible for coining new words, phrases and expressions Monosyllabic and disyllabic words are being used more and more. The long letters are being avoided. The style is becoming informal day by day. New Jargons and netiquettes are increasing gradually. Thus the new forms of structures, symbols, instructions are coming up which have brought to significant change in the realm of communication and interpersonal relationships.

Language is a product of culture. English throughout the world has many dialects such as British English, American English, Indian English, Canadian English, Australian English to name a few. There is no uniform standard pronunciation. But within this diversity, there are more or less unity of grammar and one set of vocabulary. Thus, each country that speaks the language can inject aspects of its own culture into usage and vocabulary. Further, English language is changing day by day with the changing needs of the people who come from different clime and culture. It is enriched not only in its form but also in contents as it comes in contact way of life, political system and social practice. It grows conceptually assimilating these different divergent social and cultural norms. Thus many distinctive forms identify the Englishes of the other countries of the inner circle; Australian English, New Zealand English, Canadian English, South African English, Caribbean English and within Britain, Irish, Scottish and Wales English. Among countries of the outer circle, several varieties have grown in distinctiveness in recent decades. There is one group in India, Pakistan, Bangladesh and Sri Lanka often collectively called South Asian English. There is another group in the former British Colonies in West Africa and further

group in the former British Colonies in East Africa. Other emerging varies had been noted in the Caribbean and in part of South-East Asia, such as Singapore and so on. Thus, the spread of English around the world has demonstrated the winds of linguistic change in totally unpredictable ways, where the emergence of new varieties of English in different territories have taken place. The change has become a major talking point since the 1960's hence the term by which these varieties of English and American English provide the most-proved familiar example. These two varieties diverged amongst their spelling and pronunciation. Syntaz and grammatical structure, which are in fact the result of differences in the two cultures as Dylan Thomas puts it, 'separated by the barrier of a common language'.

These new Englishes are somewhat like the dialects which emerge because they give identity to the groups which own them. These differences are clearly noticeable in informal setting on the internet. The Indian author Raja Rao writing in 1963, was one who looked forward to the development of new 'Indian English'.

English is not really an alien language to us. It is the language of our intellectual makeup like Sanskrit and Persian was before-but not of our emotional makeup. We cannot write like the English. We should not. We cannot write only as Indians. We have grown to look at the large world as part of us. Our method of expression has to be a dialect which will someday prove to be as distinctive and colourful as the Irish or the American (89).

And a similar view comes from the Nigerian novelist Chinua Achebe. Who says, "I feel that English will be able to carry the weight of African experience. It will have to be new English, still in full communication with its ancestral home but altered to suit its African surroundings".

Local varieties thus, express national identities and are a way of reducing the conflict between intelligibility and identity. Because a speaker from country 'A' is using English, there is an intelligibility bond with an English speaker of Country 'B' and this is reinforced by the existence of a common written language. On the other hand, because speaker 'A' is not using exactly the same way of speaking as speaker 'B' both parties retain their identities. It is another way of 'having your cake and eating it'. This is in fact, globalization of English language in the cyber age. In a way the internet, multimedia, international TV and other electronic devices are forming a tradition of linguistics in the context of global culture in general and local culture in particular. In the Cyber age, informal varieties, colloquial grammar and local phrases are growing u day by day.

It has been predicted that 'World Standard Spoken English' (WSSE) will emerge in future which will facilitate people'. Yet again to 'have their cake and eat it', the concept of WSSE does not replace a national dialect: it supplements it. People who can use both are in a much more powerful position, than people who can use only one. They will have dialect in which they can continue to express their national identity and they have a dialect which can guarantee international intelligeibility when they need it. The same dual tendencies can be seen on the internet, incidentally, which simultaneously presents us with a range of identifying personal varieties (local) and a corpus of universally intelligible standard of English (1).English may emerge as a single world standard language. If so there will be a need and pressure for a global uniformity of this language. Hence, it will become a supranational variety which needs to be acquired by all the people. The global uniformity of English language could result in declining standards, language changes, and the loss of geo-linguistic diversity.

On the other hand, English is the vehicle for international communication and because it forms the basis for constructing cultural identities, many local varieties could instead develop. This trend may lead to fragmentation of the verbal communication and threaten the role of English as a lingua franca. However, there have always been major differences between varieties of English.

(i) A language shift, in which individuals change their linguistic allegiances, is another possibility. These shifts are slow and difficult to predict. But within the next 50 years substantial language shifts could occur as economic development affects more countries. Because of these shifts in allegiance, many languages may disappear. While languages such as English, German and French have been international languages because of their government's political powers, this is less likely to be the case in the 21st century where economics and demographics will have more influence on language. On the other hand, those remaining languages will rapidly get more native speakers. This includes English.

(1)Internal Migration and Urbanization may restructure areas, thereby creating communities where English becomes the language of inter-ethnic Communication a neutral language as in the case of Nagaland and metropolitan cities like Bombay, London and California.

(11)Universities using English as the medium of instruction will expand and rapidly create a generation of middle-class professionals. Economic development will only increase the middle class, a group that is more likely to learn and use

English in jobs. In other words, there may be a gap between computer literate people and computer illiterate people.

When we talk about reinvigoration of curriculum in the present context, we encounter three major challenges for English:

1. The first is that we need a new history of the language which will be based on classical philology and modern linguistics. It will describe the major changes in discourses. Further, it would look as to how discourses were produced and reproduced through the major national systems of education and entertainment and consider how this discourse were challenged and invigorated both by local and global variation.

2. The second question is of value which poses either major challenge to the future of English. Students are looking more and more for a straight chash value for the education that they purchase. While neither ignoring nor despising this growing emphasis of English must find ways of emphasizing the value of reading and writing which are not reducible to cash value.

3. The need for mutual intelligibility which is part of the argument in favour of global language, is only one side of the coin. The other side is the need for identity and people tend to underestimate the role of identity when they express anxieties about language injury and death. Language in fact, is a major means of showing where we belong and of distinguishing one social group from another, and all over the world we can see linguistic divergence rather than convergence. The need for natural or cultural identity, however are often seen as being opposed to those another challenge which is directly related. To globalization of language in particular. For David Crystal it is misleading. It is perfectly possible to develop a situation in which intelligibility and identity harmoniously co-exist. This situation is the familiar the languages is the global language, providing access language providing access to a local community, responding for different needs. And it is because the functions are so different that a world of linguistic diversity can in principle continue to exist in a world united by a common language. At the same time local 'varieties' of English have become medium of their expression.

Language originates from culture and there is always something about the intimate relationship between language, thought, individuality and social identity which generate strong emotion. In the Cyber age this strong bond is expressed in written and spoken form as well as in print and electronic media through the tradition of globalization of English which satisfies the dictum, 'think globally and act locally'. Our younger generations, in fact need knowledge through a precise

linguistic medium which should also reflect the ingredients of their culture. In fact, the need of the hour is to impart education forming a syllabus based on the canon of local, economic and global requirements.

In Multicultural countries identities such as nation, language, race and sex are cultural specific despite their similarities. Gates says that Multiculturalism is concerned with representations, not of difference as such, but cultural identities while Guiding Howe declares that the critic, the writer and the audience all are rooted in their biographies and historical circumstances. Art of neither anonymous nor universal: it springs from the particular of gender as well as class, race, age and cultural experience.

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9. SHARING MULTIPLE INSTRUCTION IN ENGLISH: A CULTURAL STUDY OF INDIAN ENVIRONMENT

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In colonial India, language studies had been based on the literature (Kavya) and grammar (Vyakarna). The English Teaching was mainly teaching literary texts. 'Shakespeare' and 'Nesfield' became the 'two pillars of English Education in India'. The textual (literary) interpretations were supported by excessive teaching of grammar. Learning was preceded by oral practice-memorization, recitation and revelation. The 'Grammar-Translation' method was employed in Indian classrooms. And the method was effective and ready acceptance in India. In this method the communication skill was neglected. There was an undue emphasis upon knowing rules and exceptions.

It is an established fact that English Education in Post-colonial India has been only a mere continuation of the colonial time. In a speech delivered on August 7, 1959 Prime Minister Nehru said:

... for an indefinite period – I do not know how long-I should have, I would halve English as an associate, additional language which can be used, not because of facilities and all that, but because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them because they are forced to correspond-the government, I mean in Hindi language and they can correspond in English.

Language planning (in India) actually started in 1960s. 1960s saw two opposite streams of movements –'Angrezi hatao' and 'anti-Hindi movement'. In 1961, the conference of Chief Ministers recommended the three language scheme for school education:

(a) Regional language for example; Bengali, Tamil, Marathi etc.

(b) Hindi (when Hindi is not the L1).

(c) English or any European language L 2.

This three- language formula was reiterated by the Kothari Commission (1966). The commission recommended that Hindi and English should both be link languages. English was also continued as the 'library language' and a channel of international communication. The commission further recommended English as the medium of instruction for higher education through Universities. The first English

Language Teaching Institute (ELTI) was established in Allahabad in 1954. CIE (Central Institute of English) was established in Hyderabad in 1958. Now CIW is known as CIEFL (Central Institute of English and Foreign Languages). The Study Group observed (1971) that, English will be used in our country, as a 'source language' with a view to enriching our own languages (...12), and as a link with the wider world of thought and discovery.

The "Syllabus Reform in English" (1978) talks about the aims and objectives of Teaching of English in College Education:

> The aims and objective have to be formulated in the light of what we perceive our needs for English to be, at both the national and the individual levels. At the national level, English must serve as our 'window on the world' as the language in which nearly all contemporary knowledge is accessible. As the language of science and economic development. It will function as the language of development. Our scientists, technologists, engineers, doctors, etc., must be able not only to have access to professional literature in English but also to contribute to it, and to communicative in with their counterparts in other parts of the world. The continuation of English seems important if our science and technology are to be truly international (16).

At the individual level, English will still serve as 'the language of opportunity'; any individual seeking socio-economic advancement will find ability in English an asset.

> It is clear, therefore, that English will have important function in communications of diverse types. The skills of communication, oral as well as written, both expressive and receptive, will continue to be at a premium, and teaching will have to try imparting a certain competence in these skills (19).

India is a vast and almost an endless country. Here, "English and Indian languages co-exist in a diglottic relationship". In India, learning English in addition to one's first language is becoming the order of the day. 'Second Language' familiarity is a matter of necessity and in a sense a matter of prestige and privilege. In most cases English co-exists with state- language of India. For example: in West Bengal the State-language is 'Bengali' whereas English is used as the 'second language'. English is the state- language in the states like Mizoram and Nagaland. There are tribal languages in both of these North-eastern states. English cannot be their native language. Generally, English is used as the 'Second Language' in India. "Second Language" stands for a cover term for any language other than the 'First Language' (FL) learned

/ acquired by a particular or a set of learners (a) irrespective of the type of learning conditions and (b) irrespective of the number of the other non-native languages possessed by the learners(s). 'Second Language' is abbreviated to L2 (whereas the 'first language' is abbreviated to L1). An Ls, then, means, unless specified, a particular 'non-native language under discussion', that is so-called "Target Language" (TL). In the linguistically and culturally pluralistic Indian subcontinent English is used as the 'Second Language' which is acquired after one has learnt the First Language.

The Teaching of English in India involves a complex network of activities. In involves the political decision makers who take broad-based decisions, the Boards / University who frame the course, design the syllabus, who appoint teachers and administrative (academic) chairs and who frame a module for evaluation and other rules and regulation teaching as well as learning and at last the classroom teachers the link between the entire programme and the target learners.

At the H.S. (+2) level, the major texts are from the British literature. And there is a big gulf between the Secondary level and Higher Secondary level. But the objective of teaching English at the H.S. level is same as the Secondary level. After H.S., learners opt for different streams.

At the Graduation and Post-graduation level the same tale continues. A large number of English Hons. Graduates and M.As. go for teaching jobs in schools, colleges and Universities. Considering the fact, 'English Language Teaching' should be included in their prescribed University syllabus. But sorry indeed, except only a few Universities have changed their module and duly have included 'Indian Writing in English' (IWE). But the modern dimension of English Language / literature like Linguistic – Socio-linguistics, Psycho-linguistics, Neuro-linguistic- Stylistics, Comparative Literature, Commonwealth literature are yet to be included.

Tests are an integral part of any system. The teacher must ask himself the following questions before he starts testing the studends:

(i)   What is the purpose in testing these students?

(ii)   What is the test expected to achieve?

(iii)What is being taught?

While framing the questions the teachers should make a list of question-types they are going to offer. The question must cover textual, inferential and extrapolative type. In India sometimes tests do not match the 'exit-behaviour' of the learns. Tests are mainly teacher-centred. Sometimes the examination papers

contains only a few questions and admit no choice, students may be penalized unduly if they happen to be ill-prepared about some of the questions on the paper. A large number of short-answer questions covers the paper fully and gives a more valid and reliable result.

"Teacher-learner-classroom' can be chained together to constitute a pedagogical issue India is a multi-cultural and multi- language country. Here the classrooms are mixed classrooms. The learners come from different socio-linguistic backgrounds. The competence level of the learners are different. They are difficult to teach at the time. 'Peer teaching', role play', 'group activities' are rare in Indian classrooms.

'Language choice' is an important pedagogical issue. Frequent changes in language policy are not good for the learners as well as the teachers. Language choice involves broad zones, state policy and central policy. The state has freedom to make its own choice. 'Medium of instruction' is a vital area in Indian ELT situation. The learning may be monolingual, bilingual or multilingual. 'Pluralism' is the hallmark of English, Language Teaching (ELT) in India.

One of the major problems related to the teaching of English a in India is that a large section of learners, in spite of being taught English for many years, fail to learn language-they cannot communicate in correct English, they cannot write acceptable English and cannot even comprehend conversation in English. Why does it happen? Does it mean that Indian teachers of English cannot teach English well? Or does it means that fault lies somewhere else: in course designing, methodology of teaching, evaluation process and other pedagogical issues? We must be answerable to these valid and relevant questions.

The child learns his language through cultural transmission. The vast majority of people are not exposed to a second language until much later. "Moreover, foremost people, the ability to use their first language are rarely matched, even after years of study, by a comparable ability in the second language". There are some obvious problems people face indifferent stages of L2 acquisition/learning. Even in ideal acquisition/ learning situation, very few adults seem to reach native-like proficiency in (L2). Joseph Conrad, the renowned novelist (who wrote Heart of Darkness) is an established name in English literature (For him, English was L2), but his English speech is largely influenced by Polish accent (Polish was his L1). The general belief is that during childhood (until puberty) there is a period when the human brain is most ready to 'receive' and learn languages. This period is known as 'critical period'. In most of the states in India, English education begins from class III

or IV. Therefore, from neuro-linguistic point of view there is nothing wrong in the prevailing system.

The majority of researchers and course designers pay more attention to the content of the language programme rather than the ways in which this content should be taught. 'Communicative methodology' is still unknown to a large mass. Keith Morrow in his Principles of Communicative Methodology divides English learning in two phases-learning the forms, and learning to use them or the application of the forms, and learning to use them or the application of forms. The classroom teacher is one who should choose the right path; because he is the real man in the teaching-learning situation. Nothing is sacrosanct for him. In a blending what percentage of forms should be blended with what percentage of application of forms is an open question to a classroom teacher?

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10. ENGLISH LANGUAGE INTENSIFICATION AND ACADEMIC RECITAL IN A MULTI-LINGUISTIC PERSPECTIVE

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English language learning/teaching for educational purposes are fraught with difficult challenges in many countries like India and the United States of America. The latter as a nation of immigrants represents cultural and linguistic diversity. It can be viewed as a mixture of distinct cultures and tongues. Though much more complex, India's linguistic situation can be compared to that of U.S.A. The various states of India have their own languages apart from the National Language (Hindi). National Policy on Language Education in India recommends teaching of three languages through schooling and for functional purposes, English chosen as one among those three in many situations.

In general, children's educational success can be best achieved when academic instructions are given in the mother tongue (primary language or L1). Previously in the U.S., schools were designed to educate students whose native language was English. Others whose language was not English were expected to succeed just by being exposed to English. However, the increasing population of ethnic minority students has challenged the educators to change the basic assumption regarding schooling. There is a need to provide quality education to these students. India on the other hand has had English as a Second or Foreign Language at various levels of schooling for nearly three centuries because of its history of British colonization. In fact many of the professional and technical education in India are provided in English. This has proved to be an advantage to Indian Information Technology professionals in the business world. The last four decades has also seen more and more parents opting English as a medium of instruction even at elementary school level for their children. Thus the focus is not only on schooling (teaching academics) but also on teaching the language (English) so that the children from other language background can benefit from academic instruction. This paper reviews major methods in English Language Development that are found useful in a bilingual context, specifically with the experience gained from educating Spanish children in U.S. Schools. The last section identifies the major issues with ELD in India and looks at what we as educators can learn from the American experience.

Before going into details of English Language Development (ELD) it is necessary to be familiar with language acquisition and its stages. Language acquisition goes through the following stages: Pre-Production (silent period), Early Production, Speech Emergence, Intermediate Fluency and finally towards advanced fluency. Basic Interpersonal Communication Skill (BICS) level is one in which the child will be able to communicate basic needs and wants, can carry on basic interpersonal conversation. This process takes about 1 to 3 years to develop. But BICS is not sufficient to facilitate academic success. On the other hand, Cognitive Academic Language Proficiency (CALP) is the ability to communicate ideas and thoughts with clarity and efficiency. It is the ability to carry on advanced interpersonal conversation. It takes about 6 to 7 years (or longer) to develop and is essential for academic success. The BICS develops in the initial period of language acquisition (up to intermediate level) and the CALP starts from early advanced level and continues to develop.

With this background let us examine the methods of English Language Development and how the educators teach the language as well as the academic content. Language acquisition research stresses the importance of language in providing the cognitive foundation for instruction.

Language and academic development is better achieved by including the student's primary language. Mere emphasis on grammar, spelling and accurate pronunciation is not the primary purpose of language instruction. Accent is not the indicator of fluency in a language. Language is not merely learned from drills and worksheets but from active process seeking meaning. It is best achieved through direct engagement and experience.

The focus of ELD methods have shifted from Grammar based approaches to communicative approaches and Academic Content based approaches. The communicative approaches include the Natural Approach and Total Physical Response. Their main focus is Language Acquisition. Current ELD approaches aim at language development as well as academic content instruction. Language Experience Approach on the other hand focuses on Literacy Development. A well-balanced ELD programme will utilize activities or lessons that are content-based, literacy and literature-based as well as communication-based.

All the methods discussed above can be divided into broadly into three categories:

Instructions for Language Development which includes the Natural Approach, Total Physical Response and Content-based ESL.

Natural Approach is similar to the way in which a child naturally acquires first language within the home and community. The acquisition of second language is similar to first language acquisition. The following basic principles are important in this approach Comprehension precedes production; Production emerges in stages; the activities play a central role and must be meaningful. The teacher is required to provide comprehensive input and opportunity to interact in a language rich environment. Speech is secondary and during speech emergence the errors are not corrected.

Total physical response is also based on the way in which the child acquires the first language. It can be engaging as it involves body movements. Basic principles of this approach are- Listening precedes Speaking; Understanding is developed through the use of body movements; and Speaking is never forced. The teacher gives commands and models the action. This is repeated until the students respond easily. Gradually the modelling is faded and students learn to respond to verbal directions. The complexity of commands is increased gradually.

The Language Experience Approach is designed to extend oral language development naturally into reading and writing using the student's language. The assumption being that the natural developmental processes that children undergo in learning their first language (oral and written) also occur in second language acquisition. In reading, the natural processes include using the knowledge of sound/symbol relationship (grapho-phonics), word order and grammar (syntax) and meaning (semantics) to predict and confirm the meaning and structure.

Classrooms supporting this approach share the following features: Students are engaged in meaningful activities and also use their knowledge of topics from the text that are familiar to them. Instruction is cognitively demanding. However, it is scaffolded to ensure student's success. Scaffolding is to provide temporary support by capable person to help the students understand the new concepts and skills. Gradually the scaffolding is reduced. Learning is organized into topics and themes in such a way that the students can build on previously learnt concepts/vocabulary, grammatical structures and academic skills. Flexible grouping of students is carried out during

learning. Immersion techniques are used wherein students are provided with a print rich environment.

Instruction for Academic / Content Development which includes Primary Language Instruction, Specially Designed Academic Instruction in English (SDAIE)/ Sheltered English, Cognitive Academic Language Learning Approach (CALLA), Mainstream (grade/class level) Classroom Instruction and Computer Assisted Language teaching.

Primary Language Instruction is reported to be the most effective method for developing language and literacy in both primary and second languages (L1 and L2). ELD is built into the curriculum. The training programme includes daily systematic ELD, academic instruction through L1. This is suitable for students in earliest stages of Language Acquisition.

SDAIE/Sheltered English includes ELD with high intensity English with at least 75% instruction in English and continued L1 support (not to exceed 25% of the instruction time). This is suitable for students with Intermediate Fluency in English. Teachers can make use of cooperative learning, audio-visual media, multicultural sources and grouping of students to benefit and motivate. It has been reported that the mainstream students also benefit from this technique.

CALLA is designed to promote acquisition of academic language proficiency. It focuses on explicit instruction of learning strategies. It integrates content, Language and strategies (which the students apply and use on their own to help them learn). Strategies involve metacognitive (to plan, monitor and evaluate learning), cognitive (to interact with the materials and apply to specific to learning task) and social-effective (to interact with others). Such strategies help avoid trial and error learning and to correct their mistakes.

Mainstream (grade/class level) classroom instruction is the goal for English learners. The goal is fluent English proficiency and mastery of grade level content. This in turn incorporates ELD, SDAIE and all instructions in English. Students with advanced proficiency who no longer need additional language support can be the appropriate candidates for such an approach.

Having reviewed some important methods currently practised in the U.S. let us examine how these programmes are implemented to maximize academic performance. In schools at present with Spanish speaking students, Transitional Bilingual Instruction (TBI), Sheltered English Immersion Programme (SELI) and Sheltered English Mainstream (SEM) are the three major programmes followed. The usual practice is to enrol children typically for one year in the appropriate programme (which may last longer depending on the student needs). Then evaluate them at the end of one year. the evaluation is based on a battery of tests such as language proficiency test (California English Language Development Test-CELDT), Teacher observation (Student Oral Language Observation Matrix) and Standardized test scores, Reading nd Writing Proficiency Testing. Based on their progress students are moved to different programmes. Transitional Bilingual Instruction programme can range from Submersion (with least support from L1) to Dual Language Instruction (includes academic instruction in L1 for as long as possible along with L2/English for part of the school day, i.e. most support from L1). Usually students are in these programmes for a periodof 3 to 4 years and then mainstreamed. Studies have shown that traditional ESL programmes students benefit initially. But in the long run (by 12th grade) their achievement levels are not high as those trained using two-way bilingual programmes (Dual immersion Programme). The latter group continues to show enhanced performance and the students tend to stay at the top. Such studies

highlight the fact that language complements learning and that performance of bilingual students can even surpass that of monolinguals. Some educators in the U.S. are beginning to view bilinguals as an asset in education than a problem.

Classroom is a home for the language of students and the teacher is stimulating the language experience. In a class promoting ELD, primary language is welcome with focus still aimed at ELD. Developing proficiency in English is a multifaceted task. Students should be able to use their listening skills to gain information. They must make use of speaking to demonstrate their knowledge. They should use reading and writing skills to support academic success. They should also be able to think critically and creatively. Current approaches stress the importance of integrating the above language skills of listening, speaking, reading and writing.

Listening is necessary to develop speaking skills. Listening comprehension, thinking and remembering all go together. However, the listening skill is the most neglected one, both in primary and second language teaching. In a classroom situation listening for content is assumed. Strategies involving listening to repeat, listening to understand and listening for communication should be emphasized. Speaking involves oral proficiency, expression, assimilating and producing discourse for interpersonal information and comprehension/production of cognitive/academic language. Oral practice can be guided practice, communicative practice and free conversation.

Reading involves decoding the text and construction of meaning. It is not just reading mechanics and it is acquiring knowledge. Can be accomplished more effectively through reading in a larger context, working collaboratively and by reading/writing for the purpose of communication, Writing is an opportunity for students to learn with the language and communicative effectively. Strategies for literacy instruction include pre-reading activities, Language Experience Approach and Directed Reading-Thinking Activity (DRTA).

A number of activities and games can be effectively planned for developing listening, speaking, reading and writing in a classroom. Listening and reading-comprehension form an important aspect of language competence development, which in turn is a prerequisite for academic achievement. Teachers should actively seek innovative ways to achieve this based on the level of the students and their pace of learning.

In ELD classes, teachers must focus on both language and content. The teacher must modify their talk, attend to clarification, use appropriate questioning strategies and must know how to deal with the errors.

- There is a natural order in a development of student's communicative competence in second language. Teacher must be aware of this and make use of this to build communicative competence. These consist of Memorization, Formulaic expressions (greetings), answering in unison, talking to self, elaboration, anticipating answers, monitoring, asking for assistance, request for clarification and role playing.

- Provide comprehensive input and output. This can be done by using visuals and context, implementing listening activities, using multi modal activities, asking questions in a variety of ways to suit the students' needs, link new information to the already learnt, exposing students to higher levels of comprehensible language.

- Using appropriate language modifications like precise pronunciation, using simple/shorter sentences, pausing frequently, repeating information, slower rate of speaking, elaborating and paraphrasing.

- Checking for clarification by pausing and asking if the students have understood, asking questions requiring simple responses, asking students to repeat the directions.

- Using questioning strategies like those requiring answering by actions (in the initial stages), incorporating two choices in the question, and gradually move to "wh" questions.

- Dealing with the errors in a reasonable way like accepting the errors initially, modelling the appropriate language and error correction with order students (in such a way that it should foster self-correction).

- Making use of material resources in the class: Classroom should contain picture charts/pictures, maps and globes, charts and posters, books, catalogues, magazines, puzzles, science equipment, manipulatives, computer software etc.

Though some Indian schools seem to have coped up well with reference to ELD and academic performance in a complex multilingual context, much more needs to be done to improve the quality of education in general. Inputs from the school system into the child's scientific thinking, felicitous use of language, competence to search for information and to work out solutions are crucial. Educators and parents in India have to seriously consider if schools are providing such inputs. Evaluation of ELD/ELT programmes followed in India and subsequent effect on academic performance should be carried out.

Much of the literature and evidence support that language learning in general proceeds in the order of listening, speaking, reading and writing. However, majority of schools in India starts teaching English language by emphasizing writing at a very early stage of language learning. Students would have mastered reading and writing with some relative competence, however, their listening skills would be poorly developed. Further, literacy based approaches with limited content-based ELD would not provide a good language competence essential for academic performance/learning. It is possible that teachers resort to using rote learning practices in order to cope with operation difficulties in larger classrooms commonly seen in Indian schools. Many of the activity-and experience-based language enrichment programmes get neglected. Many schools at best limit to teaching what is in the English Language textbooks prescribed for different grade/ class levels and make minimal attempts to develop English language from the academic perspective at large. The systematic testing of language development/progress described earlier is rarely conducted in Indian schools and evaluation may be limited to regular written examination and some oral skills testing (even that may be limited to testing what the students acquired through rote learning or practice drills during the classes!).

On English Language Teaching, the report by the Committee for Improvement of Quality of Education to the Government of India states that wrong sentence structure, use of inappropriate vocabulary and spelling mistakes are very common due to lack of speaking skills and correct grammatical knowledge. Further the report highlights that the teachers ignore the linguistic aspects. The most important problem, which needs serious attention, is lack of language comprehension and exposure to reading materials among the students.

Mallikarjun has tried to identify the importance of multi-lingual situation in India and advocates a multilingual approach towards language learning in schools. He has criticized that the curriculum objectives for the three languages (as per the National Policy on Languages) taught in schools as being same. The educators should specify goals for each language to be taught in schools and methodologies to achieve them.

Teachers gathered to discuss the possibility, scope and methodology of setting up an ELTeCS in South India (English Language Teaching Contacts Scheme with British Council, U.K.) identified the key concerns for English language teaching. They were inadequate language and methodology competencies among teachers, lack of teacher-friendly and learner-friendly materials for use in classrooms and absence of innovative evaluation methods for teachers in primary/elementary schools. Such problems in addition to the mushrooming of English medium schools in urban and semi-urban India can have a negative impact on the quality of education.

With such diversity in languages and educational needs of the people, educators in India have to seriously look at the English Language Development in terms of language proficiency as well as academic performance. Though methods/programmes found useful in the U.S. schools may not be directly applicable to us they do provide some useful insights into ELD among our school children. They highlight the importance of continuous improvisation of teaching methodologies/programmes, development of teacher's competence, systematic language evaluation as well as academic success. Concepts based on language acquisition in terms of development of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency can be useful in designing English Language Development programmes. Now the following questions arise: Are some Indian schools overzealous of teaching English language neglect the proficiency in the primary language? Also, do we have a subgroup of children who at the end of 12 years of English medium education neither have proficiency in English nor perform well in academics? If yes, how can we overcome such problems? Can two- language/dual immersion programme (primary language and English) be effective in Indian schools? Systematic study in these areas may help educators develop suitable programmers to meet the challengers of ELD and academic success in multi-linguistic environments.

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11. Knowing and Doing: An Innovative Technique to teach English Language

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Life requires us to do, more than it requires us to know,in order to function.

Dr. Roger Schank

Materials are tools and resources are used to expand what is included in the text. The present generation needs new syllabus which will fulfil their aspirations in terms of technology and values. They are already exposed to the latest scientific equipments like computers, Internet access, cell phones and iPad s. Hence, they need practical education where information is not just passed but is made active with live classes where student participation is given importance.Each student is unique and some students are very advanced and they are either aware of information or know how to find. Hence the teacher must cater to their requirements and their needs. Education must bring out the best in the individual. Traditional teaching and learning depend on one-way instruction.Training requires more experience and sharing centred activities. This paper proposes several knowledge-based approaches that can be widely applied to learning organizations.The techniques that can be used for teaching include cooperative learning, data mining, and self-evaluation that can bridge the gap between knowing and doing. The primary sources of learning are **selection, process** and **transformation**. **Data mining** is the search or thirst for understanding. Interpretation leads to discovery and evaluating the knowledge that one gains in the process of learning through KDD process.

Teaching and learning can be carried out simultaneous to get better results.The teacher can be friendly and include fun and curiosity in the subjects. Encouraging the students to participate in the activities helps them to change their weakness into strength. The ideas are gathered in the classroom and the students are asked to express their feedback and opinion in the board. Discussions are typical of any student-centred classroom. The best discussions involve students talking about personal experiences and giving opinions. Discussions work best in pairs or small groups because more students can give their views. In larger groups or in a whole class, every one can't share their views. They can just agree or disagree with what one person has said. Learners may be encouraged to participate in discussions such as exchange of views based on personal experience, pictures, a text book unit, an article etc.

Disseminating knowledge and transferring expertise is not an easy task even within academic institutions. In a formal education setting, learning is regarded as something that is unproblematic and taken for granted. However, in interpretation courses, students face intense workloads because they are required to perform many tasks such as "hearing, listening, analyzing, memorizing, and interpreting.

Data mining techniques are often used for "pattern discovery and extraction," the traditional way that people turn data into information and then knowledge. Information is also transformed into knowledge through hands-on data analysis. During the data mining process, manual analysis and interpretation are the main methods. Hence, data mining is not a simple data analysis process and is

often applied to knowledge discovery and prediction through comparing and finding relationships. In the context of learning interpretation skills at the undergraduate level, data mining helps students to reap the benefits of extraction from experience, patterns, and relationships in the data, manage the complexity and make the best use of identified, documented and preserved expertise. Students, after training are expected to improve their communication skills and have more employment opportunities. The analysis of content and context help the students to determine the presence of words or concepts. Thus, the effectiveness of a simple data mining process can be determined through **individual word recognition** testing as well as consecutive interpretation performance.

Self-evaluation skills are, thus, important for students in regards to knowledge development and learning because they improve conceptual understanding. The practices and ideas of self-evaluation existed from the time the world evolved. Research on self-evaluation focuses on how knowledge is constructed and how students learn from their experiences. These experiences impact students and influence the selection of learning strategies that maximize efficiency. The more one knows about how things happen, the better they can benefit from what they learn. The self-evaluation of students facilitates an active and self-directed learning process in which students can discover problems, understand the existence of the knowing and doing gap, and develop strategies to cope with **challenges they face as interpreters.**

Interpretation is a cognitive activity and, like language learning, students may consciously or subconsciously apply what they learned in the classroom setting properly to a real life incident. In conclusion, teachers need to be more aware of the cognitive learning process and possible barriers in order to help students apply what they have learned both in the class-room setting and outside so that they can perform at their best and close the gap. With the proposed knowledge-based approaches that have been widely applied to learning organizations, the goal of facilitating effective interpretation teaching and learning and bridging the gap between knowing and doing is achieved in works, such as poems, novels, plays, short stories,etc. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colourful setting in which characters from many social / regional backgrounds can be described. The student can discover the way the characters in such literary works see the world outside ,their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colourful created world can quickly help the secondary learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is best regarded as a complement to other materials .Students become familiar with many features of the written language. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students become more productive and innovative.Students when they begin to perceive the richness and diversity of the language they learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness. Personal involvement leads the student to finish the task. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses.

The themes in literature deals with the common cultures and their different way of treatment - Death, Love, Separation, Belief, Nature ... the list is familiar. These experiences all happen to human beings.Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing. Choosing

books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way.

Teachers should try to teach basic language skills as an integral part of oral and written language use. In reading a novel discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. There are three main kinds of writing that can be based on literature as a model: **Controlled Writing:** Controlled model-based exercises which are used mostly in beginning-level writing typically require rewriting passages in arbitrary ways to practise specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view **Guided Writing**: This activity corresponds to intermediate-level ESL / EFL. Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description. Guided writing exercises, especially at the literal level, enable students to comprehend the work. Model approach and scenario approach are very beneficial in this respect**. Reproducing the Model** means techniques like paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud. Since paraphrase coincides with the students' trying to make sense of the poem, it is a strikingly useful tool with poetry. Summary work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like plot, setting, and character to guide student writing. Adaptation requires rewriting prose fiction into dialogue or, reversely, rewriting a play or a scene into narrative. Writing "on or about literature" comprises the traditional assignments - written responses to questions, paragraph writing, in-class essays, and take-home compositions.Students analyze the work or in which they speculate on literary devices and style. Writing "on or about" can occur before students begin to read a work. The teacher generally discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps to create interest in the work and makes them ready for reading and writing about it. Most writing assignments done during as well as after the reading, however, derive from class discussion. They take many forms, such as questions to be answered, assertions to be debated, or topics to be expanded, discussion groups to be established. Writing "out of" literature means making use of a literary work as a springboard for composition - creative assignments developed around plot, characters, setting, theme, and figurative language. There are many **forms of writing out of literature** which can be considered as **discovery.**

Emily Dickinson 's poem **I Never saw a Moor** can be taken for studying the evaluation of Data Mining Process so that when the same poem is taken up at a later stage the thought process of all the individuals in the class room are accommodated in the Data analysis and the majority of the conviction ideas conveyed in the poem are established. This process of self evaluation brings each and every student to participate in the discussion and the final draft of Data Mining process would compromise the best ideas of the team.

I Never saw a Moor

Emily Dickinson

I never saw a moor,

I never saw the sea;

Yet know I how the heather looks,

And what a wave must be.

I never spoke with God,

Nor visited in heaven;

Yet certain am I of the spot

As if the chart were given.

Lets analyse the poem. The first process in DATA MINING is splitting the Datas for discussion and to make it as easy as possible for analysis. Data mining starts with the collection of datas

A**bout the poet** for eg; Born on December 10, 1830, in Amherst, Massachusetts, Emily Dickinson left school as a teenager, eventually living a reclusive life on the family homestead. There, she secretly created bundles of poetry and wrote hundreds of letters. Due to a discovery by sister Lavinia, Dickinson's remarkable work was published after her death—on May 15, 1886, in Amherst—and she is now considered one of the towering figures of American literature. Emily Dickinson was a reclusive American poet. Unrecognized in her own time, Dickinson is known posthumously for her innovative use of form and syntax.

Next on the **Topic** I Never saw a Moor -1952 poem.

It is followed by **Facts** Written by Emily Dickinson. Word count:45 . Lines: 8.

Then the **content** or meaning can be split.

What does the Poem Convey?

By just reading the poem a erudite person would be able to say that the poem is about faith. One does not need to be at a place to know whether it is real even if it is not visible to the naked eye. Taking it one step further the poem literally conveys that you do not need proof for intangible things since it is your inner feelings and the surroundings which may convey more clearly what you actually want to believe.

What does the Poem convey to students?

You do not need to see the moor, sea or wave to understand what it is. You do not need Gods help in knowing more about it. But your inner feeling is more powerful than what others try to convey.

Two set of ideas for the same poem but the message conveyed is almost the same.

Mood

Reflective of one's own power of understanding.

Theme

Nature's beauty can be enjoyed if one's mind is tuned to the surroundings.

Personal Reflection.

The entire class needs to participate in giving their personal opinions and the conviction ideas selected by the majority are kept for repository.

a) The poem conveys the realistic images and how a reader can vividly picture the nature even if he/she is not present at the spot. It's a self reflective, but the theme is relevant to all. The favourite line for most of them being,

> 'Yet certain am I of the spot'

as it brings out the powerful representation of one's mind.

b) Humans gather knowledge and preserve it to give it to each other. Our subconscious mind forms an image of the nature based on the knowledge of the surroundings. The second part of the poem conveys that when we do not understand the known or unknown we turn to God for guidance. But it is our action initiated by our instinct which eventually concludes the selection process.

Data mining helps in Adding to the Work, Changing the Work, Drama-Inspired Writing and A Letter Addressed to Another Character, etc . Adding to the Work: This comprises writing imaginary episodes or sequels, or, in the case of drama, "filling in" scenes for off-stage actions that are only referred to in the dialogue. Changing the Work means students can make up their own endings by comparing the author's ending to their own. Short stories can be rewritten in whole or in part from the point of view of a character versus a third person narrator or of a different character. Drama-Inspired Writing: It is possible to derive drama-inspired writing activities from plays, short stories, novels, and sometimes poetry. The student steps into the consciousness of a character and writes about that character's attitudes and feelings. A Letter Addressed to Another Character: The student can write a letter to one of the characters, in which the character's personal advice about how to overcome a particular problem or situation can be discussed. Thus the students potential to gain knowledge through his discovery helps him to remember throughout his life. If teachers try adopting this method the learners will be able to open to more suggestions and opinions. It makes the students to focus on the knowledge rather than on memorization and grades.

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12. MULTIMEDIA FOR ENGLISH LANGUAGE TEACHING

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Most of the country in the non speaking countries, English is used as a second or third language and for some people the first language. With the spread and development of English around the world, it has become an important means of communication among the people of different cultures and languages.

At present, the role and status of English in Nepal is higher than ever as it is a medium of instruction and curriculum in educational institutions. As a number of English learners are growing up, different teaching methods have been experimented to see the effectiveness of English language teaching. the use of technology in the form of films, radio, TV and tape recording has been there for a long time. As for Prajesh SJB Rana, "Technology has turned into one essential aspect of society that helps students to understand the bigger picture of the world and not just stay connected to what schools and teachers teach them within their classrooms" (12). Of course, the technology has proved to be successful in replacing the traditional language teaching. The modern language teachers have new challenges and duties given by the new era. The tradition of English teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology.

Technology provides so many options as it makes teaching interesting and productive because it has capability to attract the language learners. David Graddol states that "technology lies at the heart of the globalization process; affecting education work and culture" (16). Thus, technology is one of the most significant drivers of both social and linguistic change. Since there are more and more English learners in Nepal, the language teachers use a variety of teaching methods for effectiveness of their experiment. One method involves the use of technology in English language teaching in order to create English contexts. Rana argues, "Technology isn't something that students need to be separated from; rather, it's something that students need to embrace" (12). So it helps the students to get involved and learn according to their interests. It has been tested effective and has been widely accepted as a tool for English language teaching around the world. In particular, it has been utilized for the upliftment of modern techniques of language teaching.

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and

extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English communication class. Technological innovations have gone hand -in hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English communication and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many.

Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, So it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, The PPT courseware activate students' thinking; the visual and vivid courseware rand help them to transforms English communication into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

Multimedia teachings enrich teaching content and make the best of class time and break the "teacher centered" teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multimedia sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

It is proved through practice that adequate application of multimedia technology to teaching can make breakthroughs in class teaching. That is to say, during multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computer. For

instance, the introduction to each lesson and speaking communication are good way to improve students' listening and speaking which the computer cannot fulfill, therefore, teachers' interpretation shall not be overlooked. Meanwhile, as a practical English communication should be used very often in class to cultivate the students' communicative competence, Multimedia, as an instrument for assisting teaching, serves the teachers despite its extraordinary effect, So teaching determines whether to adopt multimedia technology. Otherwise, the teachers were acting as the projectionist, clicking the screen.

Teachers can use multimedia technology to create more colorful and stimulating language classes. There are many techniques applicable in various forms to English language teaching situations that now threaten "to undermine the classroom completely as a place of study" (Motteram 2). Some are useful for testing and distance education; some for teaching business English, spoken English, reading, listening or interpreting. The principle of teaching should be to appreciate new technologies without taking over the role of the teacher and without limiting the functions of traditional teaching methods. There are various reasons why all language teachers and learners must know how to make use of the new technology. Most importantly, the new technologies have been discovered and disseminated so quickly that we cannot avoid their attraction and influence on all of us: both teachers and learners, even both native and non-native speakers of English.

One of the features of using multimedia technology is to cause audio and visual effects that lively display the content of textual materials. Dincay Konsal suggests that "new technologies develop and are disseminated too quickly that we cannot avoid their attraction and influence in any form" (62). There is process helps the students to understand the teachers' instruction and information. But only displaying the content of texts through the PowerPoint presentation cannot stimulate the students thinking. In the English communication situations, the teachers have to encourage the students to use their own mind and speak more. In order to use the modernized feature to English language teaching, they should not overuse the technology; rather they should actively join in the class practice. The main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. In the non-native English speaking context, this can be a practical way to get them involved in the language learning.

To achieve this goal, the language teachers should create a favorable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of

English learning should be more student-centered and less time-consuming. The language teachers should maintain the students' communicative competence through multimedia technology.

In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. There will ensure and fulfill an effective result of English language teaching. Despite some disadvantages of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

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13. Traditional Vs. Technical Innovative Teaching Methods

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"Education is the manifestation of perfection already in man"
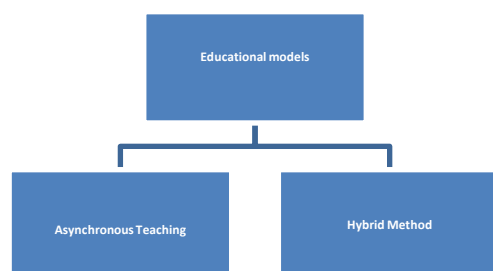
(Swami Vivekananda)

Education is a light that shows the right path to the human beings. The purpose of education is to make a student literate, divulge rationale thinking, knowledge ablity and self-reliance. When there is a willingness to change, there is hope and desire for the evolution in any field. Teaching is an art and the teacher is an artist. As the artist is governed by certain principles which help him to expertise his profession, teacher is also governed by certain philosophies which help him to acquire proficiency in teaching.

A good teacher applies various types of teaching aids, and methods of teaching, which collectively form teaching devices. Now-a-days teaching includes innovative communication methods that impart knowledge and wisdom. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

If education fails to teach self-discipline and commitment to achieve in the minds of student, it is not their fault but the shortcomings of the education system. Education should be fun and thrill rather than burden and boredom. It must be an integral part of their growth and helps them to become good citizens.

Various teaching devises are used on many grounds. They are

➢ To make teaching effective
➢ To make teaching interactive
➢ To make learning interesting and profitable
➢ To quicken the pace of learning
➢ To foster and development of knowledge

Face to face learning and hybrid are the two instructive models that are practiced across the world. Traditional method of teaching and learning is synchronous and typically involves the employment of a classroom where professor and students interact within time and space. This model of teaching is called synchronous.

The modern age is the age of 'science and technology'. The incorporation of the technology into teaching learning methods create a rich learning experience for students and a rewarding teaching experience for faculty, which is called asynchronous teaching method or hybrid. It motivates the learning process. It offers time, flexibility for part time job or other assignment holders. It reduces overcrowded classrooms. Faculty can add more instructions overtime and maximizes student learning. Students prefer to have interaction with the faculty and classmates. Students' improve in soft skills, technical skills, critical thinking and problem solving. Faculty perspective is that they accomplish course teaching objective better, can re-evaluate course work material. The effectiveness of in-class activity increases. It encourages out-of-class learning.

Face to face or synchronous teaching methods:

Team teaching:

Team teaching is considered as an arrangement of two or more teachers to bring their expertise in the class room on the same subject, in which they have mastery. It involves more than one teacher to benefit the students by their special talents to improve quality instruction and improve the grouping flexibility. In this method the teacher considers the needs of the learners. It increases the teaching organization of the students and gives much freedom to them for the occurrence of interaction in the class room. It provides an opportunity for free expression to all students of the team.

Interactive Teaching:

Interaction in the class room is one of the most important innovations in teaching learning process. The interaction analysis provides an understanding and insight into the process of teaching learning system. The class room interaction is helpful to the teacher to make teaching more effective and more meaningful. To develop the communication skills, the teacher organizes variety of activities like encouraging students in creative writing. The class room interactions provide opportunities to discuss and select most difficult topics with resource person and by doing so it improves their confidence level and communication methods.   .
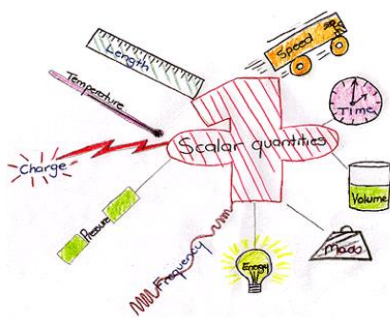
Mind Map:

Mind maps were developed in the late 1960s by Tony Buzan as a way to help students make notes using only key words and images, but mind map is exercised by educators to explicate concepts in an innovative way. They are much faster to make and much simpler to remember and

review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map.

Mind Maps are fast reviewing model, as it is easy to refresh information in one's mind just by scanning and skimming once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They involve intelligence in the process of integrating and connecting facts than traditional notes. The key notion behind mind mapping is that one can learn and remember more effectively by using the full range of visual and sensory tools at the disposal. The key is to build up mind maps that make these things building on one's own creativity, thinking and cross linking between ideas that exist in one's own minds.

The recent research proves that any particular information described with the help of graph or charts create impact in the minds of the people. Keeping this as the central aspect the teachers may try to picturize the concepts and enlighten the students.

An Example of Mind Map for Scalar Quantities

This would bring very high impact on the minds of the students about a concept

- ➢ Creates clear understanding
- ➢ PowerPoint can be used widely
- ➢ Innovative thinking improves

Hybrid or asynchronous teaching methods:

Teaching with technology engages students to involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate and shows the networked teacher who use technology and gadgets. Technology is a means to justify the end of composition outcomes and has become a seamless extension of the curriculum in the classroom. Technological Pedagogical Content Knowledge captures the qualities of this new hybrid educator who must find his or her place between the intersections of these qualities.

Multi-media teaching:

Innovative teacher uses computer as an important teaching device. Computer-aided instruction is more popular, importunate and inescapable part of present day teaching. Computer assists teacher in organizing the educational experiences presenting the information in an

impressive style and further use it as an evaluation tool. Computer assisted instruction increases the scope and quality of teacher's contribution to teaching learning process.

Multi-media teaching of a few selected topics from the syllabus will greatly influence the students; ignite the curiosity to know more. The teacher has to use new tools which will enhance his knowledge and skill. Such impressive impacts will kindle an accelerated pace of learning. Careful selection of topics, step by step planning of its presentation, accumulating and feeding the information are used. Through the system, creatively organizing and effectively presenting it to the students make teaching extra special. Teacher can teach and explain to the students with the help of computer technology.

Online Newspaper as an Effective Teaching Tool:

Newspaper is one of the broadly used medium in the educational field. The information and knowledge taught to the students with the help of the newspaper is known as 'newspapers in education'. A teacher can use newspapers to teach comprehension, critical thinking and to help the students to develop sensitivity, and awareness of the self, the community, the nation and the world. Online newspaper promotes interest in the readers. Ready retrieval of information is possible through online newspapers.

Educational Television:

The information technology has brought the tremendous changes in the process of teaching. Teaching in today's life is not merely confined only in the class room. Various alternative devices such as television and VCR have facilitated the teacher to use them. Educational television has said to be the 'Electronic Blackboard' in future.

Internet – web teaching:

The most interesting and visible part of the internet is the World Wide Web (WWW). It is nothing but a gigantic collection of information. The teacher should use suitable innovative teaching strategy and technology to achieve educating the global. So the teacher can use the website as a teaching aid for his class room teaching. The teacher can visit the suitable website, according to the topic to be taught and collect the information and use it for his effective teaching known as web-based instruction. Abstract ideas can be explained easily with 3-D picture, animation and multimedia. In this method the effective teacher will handle the internet and use website as an innovative teaching aid in the class room. The teacher will teach the lesson with the help of website. There will be interaction with learners in the form of discussion, questioning, demonstration and project experiment. The teacher or learners can also interact with the experts through E-mail and chat. This approach will be effective for teaching and learning.

Many of the encyclopaedias and dictionaries are now published in electronic (CD-ROM) version. Such profitable mini libraries are used as a tool of teaching. They enrich the knowledge of the students.

Blogging:

Blogging is a public post. Blogging for study sessions is to be practiced. Students can post case studies in a class blog. Students can be asked to post notes on class blog. It can be analyzed, evaluated and created the material. Blogging causes one to reflect. Teachers naturally think back on what has happened in their classroom, and often wonder what they could have done better. Blogging can help with this process, enabling teachers to keep an on-going personal record of their actions, decisions, though processes, successes and failures, and issues they have to deal with. Blogging can crystallize one's thinking. The provisionality of the medium makes blogging conducive to drafting and redrafting. The act of composing and recomposing ideas can enable abstract thoughts to become more concrete. One's ideas are now on the screen can be stored, retrieved and reconstructed. Those thoughts can be kept in private if the blog writer doesn't want to publish. It can be saved and viewed later. The blog can act as a kind of mirror to show what one's thinking.

Podcast in Classroom:

Podcasts are serial recordings, posted regularly online. Basically, producing podcasts is the technology-based equivalent of oral lectures. Many lectures and news are shared with the listeners, who download the files online. The advantages of podcast are its flexibility and reusability of the lecture. It is a boon for the hearing impared students.

Screencast:

Screencasts have emerged as a prominent teaching tool on the Internet. Screencasts are an effective way to share ideas, deliver content, and obtain student feedback. Screencasts are used to explain step-by-step process, elucidate specific concept, and to present PowerPoint presentation with narration and multimedia elements. A screencast can be used in any class as a part of real-time instruction or as the lesson itself as in the flipped teaching model. To deliver their lectures and assign homework to the students, instructors use screencast videos assisting flipped teaching method. Then, in class, students can ask questions as they work through problems that they normally would have done at home without teacher help. Screen casting is a powerful, highly effective, and affordable learning tool that can facilitate learning across any curriculum area. Screen casting is a remarkable instructional tool. These are the free software's available for instructors which teach and saves time. Jing, Screen jelly, screen R, Screencast are some of the freebies available.

Social Media in to Education:

Social media is the place where individuals are in communities that share ideas and interests. Some popular communities are: Facebook, Myspace, Youtube, blogs, Twitter and delicious. Facebook and other social media have been hailed as delivering the promise of new, socially

engaged educational experiences for students in undergraduate, self-directed, and other educational sectors.

Moodle:

It is Open source system to help and design the session. Moodle is a virtual learning environment which offers teachers and students with access to electronic teaching and learning materials such as lecture notes, website links and activities such as discussion forums, group assignments, reflective journals and quizzes.

Evernote:

It is something that lets you capture your experience, note, website, photos. Evernote is also a great tool for teachers and students to organize all of their own content. One can download the application. They can organize all their notes and hand-outs in an Evernote notebook–it is portable, searchable, and indestructible. Even if you they lose their phone, their data is safe in the Cloud. In addition to organising notes for class, it's a great tool to use for research activities–students can store images, PDFs, and even hand-written notes.

Conclusion

Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. In addition, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. Tablet technology allows professors to make notes on charts and spread sheets and send them directly to their students' PCs and he will get a feedback from each student.

The Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. Interactive teaching is required and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. Subsequently, teaching depends upon successful mode of communication and innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

The teaching would be highly valuable if the teacher starts to use the latest multimedia technologies like usage of computers widely or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. Teaching method using computers or modifying the existing conventional chalk-talk method is innovative if they ultimately serve the attainment of core objective of teaching. The innovative methods of teaching are the teaching methodology which never destroys the objective. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that spur an innovative mindset.

14. The Scope of Literature in the Enhancement of LSRW Skills

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English is being taught in the class rooms through several methods and tools. This paper is an attempt to analyse how literature can be used in the language classroom. Though other genres of literature are equally reliable in the teaching of English, this study restricts itself to Poetry, Drama and Novel. Literature holds ample scope in the process of language learning and they transform even the tiresome aspects of language learning enjoyable and whole-some.

In today's globalised and technocratic world, the scope of poetry in the teaching and learning of English language is being forgotten and this paper explores the possibility of teaching Listening, Speaking, Reading, and Writing skills through poetry. "Reading poetry enables the learner to experience the power of language outside the straight jacket of more standard written sentence structure and lexis. In the classroom, using poetry can lead naturally on to freer, creative written expression" (Collie & Slater, 226). Further, the familiarity and the cultural relevance of the chosen poem will make the process of teaching LSRW skills painless and interesting. As the poem "Night of the Scorpion" written by Nissim Ezekiel is known to most of the readers, it is chosen for the analysis.

Listening Skills:

Listening helps very much in oral fluency development. A teacher can enhance the listening skills of the students through Pre-listening, While-listening, and Post-listening activities and he/she has to do some home work to achieve his/her target. Poor listening is a common obstacle to communication. Though communication involves both the speaker and the listener it will not be effective if the receiver fails to cooperate with the speaker. While listening, he/she should pay careful attention and decode the received signals accurately. Listener must not be aggressive, indifferent or lethargic. A teacher has to give a short lecture on the importance of listening skills and the listening to the lecture may act as a pre-listening activity as it prepares the groundwork for the understanding of the poem. When the teacher reads the actual poem, the students should be encouraged to identify the pronunciation of complicated words and to mark various types of intonation used. The teacher can check the understanding level of the students through post-listening activities. He/She can ask the students to spell out some of the complicated words and make them answer questions related to the poem. Further, the teacher can make the students fill up the blanks created by him/her. At this stage, the interaction is between the students and the teacher and is not among the students. The interaction among the students should be reserved for the development of speaking skills.

Speaking Skills:

A teacher can give a short lecture on vowels, consonants, diphthongs, intonation, stress, and other para-linguistic features and make the students gain a preliminary knowledge about them. Paralinguistic features are 'non-verbal cues' that make the voice seem prominent. Voice adds grace to the words and it is a good trade mark too. In writing, words are static but in speech voice adds life to the words. Proper understanding of the characteristics and nuances of voice particularly quality, volume, rate, pitch, articulation, pronunciation and pauses will help in effective communication.

A teacher can initiate the speaking qualities of the students by asking some questions related to the poem. As the teacher knows the theme, he/she can ask questions such as:

1. Who is the persona of the poem?
2. Do you have any personal experience like that of the persona?
3. What is the theme of the poem?
4. What do you think of village life?
5. How do you consider the belief of the villagers?
6. Define love
7. How mother's love is superior to all other forms of love?
8. What is meant by the following lines:

   With candles and with lanterns throwing giant scorpion shadows on the mud-baked walls

9. Who is referred to as he in "May he sit still, they said."

When the students finish answering the questions posed by the teacher, they can be made to involve in Group Discussion and Role Play. For GD, the topics such as

1. science versus tradition
2. superstition versus rationalism
3. ancient versus modern

can be given and the students have to be encouraged to discuss the topics with interest and involvement. Further, the students can be assigned some roles to perform. They can play the role of the persona of the poem, the skeptic father, poor mother, and the peasants.

Reading Skills:

A teacher can show a picture of a scorpion and make the students gain preliminary knowledge about the poem as a part of pre-reading activity. In addition, he/she can use materials related to the theme of the poem to throw better light. "The teachers job, prior to the reading of any poem, is to create the kind of mental landscape that will ease the students into the poem…The

trigger should be something outside of the poem that can readily touch the lives of students, and then be linked into the poem. The trigger can consist of pictures, a film strip, a quotation, an anecdote, or any other device that seems suitable" (Hess, 21). As while-reading activity, the teacher can ask the students to note down the expressions that proclaim the sarcastic tone of the poet or they may be made to identify the words that express the sufferings of the mother. Further, the teacher can give choices for select words and ask the students to identify the right choice. He / She can also encourage the students to analyse the impact of chosen words on the readers. As a post-reading activity, the teacher can make the students rearrange a line or a few lines. "When the poem has become very much our own, students enjoy working closer with the language. They take turns re-reading the poem to each other in pairs. I give them the openings of lines, and they complete them from memory and later check their results with the poem. They write definitions of single words, and later match their own and classmates' definitions to the words" (Hess, 23). The post-reading activity helps in the development of writing skills too.

Writing Skills:

A teacher can help the students exercise their knowledge of grammar and sentence structures and can help improve them through various activities. He/She has to choose appropriate grammar items that are evident in the poem and expose the students to them or he/she can make them write a paragraph or essay on select topics related to the poem. "Teachers can involve students in interactive and rewarding grammar drills by designing pattern poems which focus on a particular aspect of grammar or syntax … Teachers can focus student attention on an aspect of linguistic structure and invite students to make poems using that structure" (Finch, 36). Some of the grammar exercises that can be taught through the poem "Night of the Scorpion" include:

Words		Outcome
was stung, was not found	-	Voice
steady rain, diabolic tail	-	Adjective
had driven, risked	-	Tenses
I, he, it	-	Pronoun
Him, they	-	Direct/Indirect
Parting with	-	Phrases
with lanterns, for him, by your pain,		
of all evil, on the floor	-	Prepositions
mud-baked	-	Compounding
Mother's blood	-	Apostrophe
More candles, more lanterns	-	Degrees
Sceptic, incantation, hybrid	-	Vocabulary
the bitten, a match	-	Articles

The teacher can also nurture the creative writing of the students by making them write their own poems.

Drama and Novel hold ample scope in the process of language learning and they transform even the tiresome aspects of language learning enjoyable and whole-some.

Drama inculcates critical analysis and nurtures creativity. By motivating students to perform some scenes from a play, a teacher can create an opportunity for them to understand the power of nonverbal communication. "Drama as a medium for teaching language is at last being recognized. Situational teaching- in which students act out everyday situations using scripted material that they have memorized- predictably heralded the new approach and has established itself as a useful supplement to the traditional pattern of drills. Now perhaps the time is ripe to ask some fundamental questions about the use of drama in language teaching…."(Walker). They will realise that communication occurs not only through words but also through gestures and body language. They can also master other facilitating para-linguistic features that include quality, volume, rate, pitch, articulation, pronunciation and pauses.

Students can be involved in some of the interested activities such as character analysis and dialogue analysis when literary texts are prescribed. While involving in character analysis Students (individual or Groups) can be asked to choose a character and list out their views to the questions such as, 1. Is the character static_____ or dynamic_____? What makes you thinkso?, 2.What type of person is the character?, 3. In what ways has society or the environment created the character?, 4. . How is this character's society different than yours?, 5. How does the character appear to other characters?, 6. How does the character view his/her own world?, 7. Would a person behave in real life like the character does in the story?, 8. What type of person is the author in your opinion, based upon the story or stories written? ('The English Teacher').

Novel enriches students' vocabulary and makes them understand the importance of polysemy, register, connotation in addition to the basic meaning of a word. Through a novel that has challenging vocabulary, a teacher can make his/her students to master more words within a short span of time. Apart from vocabulary, students can also learn other things such as tradition of a country, behavior of people and the necessity of nature. Teaching of vocabulary is very much important and it is also challenging.

Apart from vocabulary, students can also learn other things such as tradition of a country, behavior of people and the necessity of nature. "The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel,

characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational benefits:

· develops the advanced level readers' knowledge about different cultures and different groups of people,

· increases students' motivation to read owing to being an authentic material,

· offers real life / real life like settings,

· gives students the opportunity to make use of their creativity,

· improves critical thinking skills,

· paves the way for teaching the target language culture,

· enables students to go beyond what is written and dive into what is meant." (Hişmanoğlu 2005).

Novel also helps the students to develop inter-cultural communication. In this globalised scenario cross-cultural communication becomes the need for the students as they are expected to adapt themselves to the tune of multi-national companies in India and abroad.

Care should be taken while choosing literary content for the class. "When designing materials to use with a poem, teachers should firstly analyse what is unusual or distinctive about the language in the poem. The materials or tasks for students should be devised around these unusual features, since this will increase both their understanding of the poem and their knowledge of the language in general" (Lazar, 103). On the other hand, a careless selection of the materials will not help achieve the desired result and will create aversion among the students. Thus, this paper has brought out the role of literature in the enhancement of LSRW skills.

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15. Synthesizing Howard Gardner's Multiple Intelligences Theory for Adult Second Language Learning

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Salem-7

I want my children to understand the world, but not just because the world   is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place.

-Howard Gardner

The global issue with educators from time immemorial had been their inefficiency to reach to all the students in a classroom and derive at an assumption that the students have understood what has been taught.

This problem rests mainly in adult second language learning where the L2 learner is forced to read all the subjects in a language which is not his native or first language. Particularly in an Indian education scenario where the students have to learn a second language either as Part II or learn a subject through a second language to earn a degree both to gain a degree and to become employable this second language learning poses the greatest problem. This modern technological world expects every learner to equip himself or herself with the learning of anything through English which has transformed into not a second language but a world language. The more skills imparted through this language turns the learner from any part of the globe to succeed anywhere and make himself employable. A gold medalist or an engineer in India is deprived of a job for lack of communicative skills. The fault does not lie with the learner but with the education system. A one-size-fits approach to any education has invariably lead the majority of the theoretically successful students behind. The teaching methodology and learning styles have limited the student's potential. This paper justifies that by adapting Howard Gardner's Multiple Intelligences theory in the teaching and learning strategies certainly an adult second language learner will prove to be successful, employable and assert his potential.

Varied theories on learning have been developed in the last few years. For example, Curry's onion model was developed in 1983 with four stages- personality learning theories, information processing theories, social learning theories and multidimensional and instructional theories. It was in the same year that Howard Gardner's Multiple Intelligences theory was developed which utilized the cognitive and developmental psychology. Anthropology, and sociology to explain the human intellect. Gardner challenged the traditional and conventional views of intelligence. It was believed that the individual's intelligence to be a fixed entity and through out his lifetime it would remain the same and could be measured through the individual and logical abilities. To the contrary, Gardner

identified that the intelligence in an individual could be valued and assessed within a culture or society. Originally his theory counted to seven separate intelligences and later in 1999, he reframed two more intelligences . The key concepts of his theory are:

- All individuals possess all the nine intelligences yet with varying proportions.
- Every individual has a different intelligent profile.
- Education could be imparted by assessing the students and designing the curriculum accordingly
- As each intelligence occupies different part of the brain, they could be distributed equally in the designing so that all the students get benefitted.

Though the theory was not initially accepted , later it has been embraced widely by educators and adapted in a variety educational settings. Gardner was able to articulate and provide the direction to improve the student's ability in any intelligent situation. Hence this article justifies the nine intelligences if and when identified and implemented in the designing and learning styles could prove to be successful in the student's learning strategy particularly in learning a language and through a second language.

An analysis of the varied intelligences if and when identified could solve the problem with a second language learner. The nine intelligences identified by Gardner are

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Naturalistic
- Musical Intelligence
- Interpersonal
- Intrapersonal
- Existential Intelligence

Teachers may encourage the learners in this area of intelligence through the use of movement, improvisation; facial expression etc Naturalistic intelligence could be identified by fostering this intelligence through the study of relationships and by encouraging them to look at the connections to real life and issues. Musical intelligence does not play a role in language learning rather it refers to the capacity to encourage the students to become creators of lyrics etc. Though interpersonal and intrapersonal intelligences could be treated and identified separately there is interplay of both in the learner. Interpersonal refers to the ability to respond to the emotions and moods of others and respond whereas intrapersonal refers to understand their own emotions. The ninth intelligence of existential intelligence encompasses the ability to ponder over existing and existential problems.

These varied intelligences aid the second language learner to improve their strengths, Preferences and satisfy their needs. Verbal intelligence identifies with reading, writing

memorizing vocabulary building. Maftoon and Sarem (2012) state that this intelligence deals with the structure of language (Syntax), meanings of language (Semantics), sounds of language (Phonology) and practical use of language (Pragmatics). Shu-Fen-Chen (2005) states that people having a strong verbal/linguistic intelligence select the professions as teachers of language, announcers in radio or television, reporters, editors, librarians and linguists.

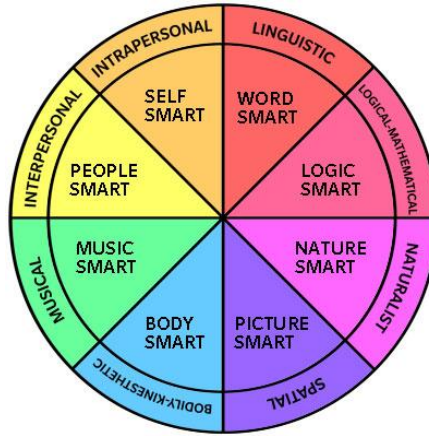Shu-Fen-Chen (2005) suggests some activities to develop linguistic intelligence: They are :

 Visiting library daily.

- Reading books and newspapers for few moments.

- Reading and telling jokes.

- Writing diary.

- Playing word game.

- Memorizing song, poem or story.

- Discussing and debating.•

Logical refers to classifying, categorizing and exploring. Visual and spatial identifies with creating, designing and kinesthetic identifies with body language which plays a vital role in communicating. Shu-Fen-Chen (2005) further states that Kinesthetic intelligence could be developed when the learner involves in activities to

- Miming or acting.
- Taking part in drama or poetry class.
- Playing sports regularly
- .Performing your learning material

Musical intelligence refers to aesthetic creations and interpersonal to organizing communicating and resolving whereas intrapersonal identifies with understanding the self and reacting according to situations. With all these tapping in the learner the teacher could make holistic language learning viable to the present students who though have all the intelligences the educational system lacks the proper strategy to identify and aid the student to surpass others. To conclude a learner who possesses or is encouraged to develop his learning style with all the nine intelligences would certainly equip himself holistically for language learning is an overall developing skill. The plate below illustrates the eight intelligences which should be identified in the learner thereby leading to a holistic learning process.

https://www.google.co.in/search?q=importance+of+multiple+intelligences+in+the+classroom

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16. THE IMPLICATION OF STRUCTURE AND PURPOSE IN LANGUAGE ERUDITION

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The Grammar-Translation Method was attacked by a group of scholars and teachers in the latter half of the nineteenth century. The new method adopted by them is known as the Direct Method. This method regards speech is perceived as more universal than writing. Children learn their mother tongue through speech. It is more natural to acquire language orally. Translation is regarded as positive harm to the language acquisition because it allows interference from the mother tongue. Learning a foreign language means learning a new and independent system of language. It also means acquiring awareness of the culture of the target language. In this method all materials to be learned is first presented orally in the target language. Grammar is taught, not through direct rules, but by situation and association. Learners are requested to engage in practice and repetition till they acquire a certain grammatical pattern. The strong point of this method is that learners cultivate oral fluency and spontaneity. Its greatest weakness is that it fails to impart any real grammatical awareness. For greatest weakness is that it fails to impart any real grammatical awareness. For want of real grammatical awareness learners face difficulty in tackling new material on their own.

An attempt was made to improve on the shortcomings of the Direct Method by devising more structured material for students. The new method is known as the Audio-Lingual Method which reached the height of its popularity in the early 1960s. It involves a systematic presentation of grammatical construction often in the form of drills. It is guided by a belief that the fluent use of a language is essentially a set of habits which can be developed with a lot of practice. Much of this practice involves hours spent in a language laboratory in repeating oral drills. During 1950s this approach was justified by a claim that foreign-language learning is basically a mechanical process of habit formation.

The Audio-Lingual Method believes in the separation of skill-listening, speaking, reading and writing (LSRW). It used certain practical techniques like mimicry, memorization, pattern practice and some performed in language labs. It lays emphasis on selection, gradation and presentation in a systematic manner. Items of grammar are graded, following the principle that simple forms should be taught before complex ones. The period between 1958 and 1964 is called by Stem the Golden Age of Audio-lingualism. By the end of the decade the Audio-lingual Method received a blow from Noam Chomsk who argued that language acquisition

did not take place through habit formation. Human beings are endowed with the language acquisition device which helps them acquire language naturally.

But mere study of the form and structure of language does not help a learner use it in different situations. All the method discussed so far for language learning are concerned with language in its ideal system. But this ideal system is far from the problems of the practical use. People do not talk as consistently and uniformly as grammar books imply. They do not talk to produce grammatically correct sentences in isolation. The fact is that they utter for a variety of purposes in diverse situations. When they speak, they have something to communicate to other people. Language for them is a tool; and they use it with a purpose. They do not possess their language; but they employ it and do work with it. When we learn a new language, or improve our mother tongue, we intend not to possess something but to do something. If we learn language with a view to possessing it, we cut a sorry figure in our actual life. Vocabulary remains in our mind but we fail to use it, fail to express ourselves.

If we possess something, it does not change. But we cannot learn language without changing it for our own purposes. Change is no more than collective different ways in which individuals find it convenient to change their personal use of language. Individuals do not usually change in isolation. It takes to create an understood message; it really takes many to establish a convention. But the language cannot change unless we have something new to say. Language use and language change are one and same thing. Language change from speaker to speaker and from situation to situation. It also changes as each speaker matures. So the study of language, either of the mother tongue or of the foreign language, remains incomplete unless it is dynamic role in sericultural situations.

Mere linguistic competence does not enable a language learner to communicate with others in society. What he needs more than this is communicative competence. It is Dell Hymes who introduced the concept of communicative competence in the U.S.A. Later, many British applied linguists, such as D.A. Wilkins, Christopher Candlin and Christopher Brumfit recognized the functional and communicative aspects or language. The goal of language instruction has shifted to building learner's communicative competence. It is based on the view that the functions of language should be emphasized rather than the forms of language consisting of correct grammatical or phonological structure. It has become apparent that there is no straightforward relationship between grammatical categories "interrogatives" and the function "asking questions". Native speakers can elicit information as much through statements as through questions. How often does one

ask the way by means of an interrogative sentence? We just express our request for information simply by saying: "Excuse me, I am looking for station". There may be another example. When we feel cold and want to ask anybody to close windows, we may not use imperative sentences:

It is cold outside. Windows are still open.

Learning a language means not merely producing grammatically correct sentences but also using them appropriately. Learning to engage not merely in speech but in speech acts means mastering something more than mere structures of a language and, indeed, more than the language itself. In the final analysis it also means learning how to behave in a certain culture.

In learning a language, the importance of both form and function has been realized. In order to speak a language correctly a learner needs its grammar, lexis and phonology. But mere correctness will not help him. He must know how to use it with different people in different situations. Knowing this aspect of a language means knowing not merely the form of a language but also its functions in society.

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17. LIGHTENING ENGLISH MODULATION TO EFL / ESL LEARNERSS

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A major feature of communication, suprasegmental prosodic features of speech have usually been avoided in the design of syllabuses for teaching English, partly due to the unduty little importance attached to the teaching of them, and partly due to the unavailability of a concise, salient, practical, and workable framework. There are some attempts, of course, to come up with a scheme that is practical. However, they usually concentrate on certain areas of intonation rather than embracing the whole phenomenon of intonation. Levis (1999), for instance, falls short of providing a coherent scheme by which foreign language teachers can utilize in their syllabuses for improving oral skills; it studies, in passing, intonational features such as significant pitch, pitch levels, intonation patterns, and placement of nuclear stress.

For Cruttenden (1986:35), intonation has three important features: (1) division of a 9divinding) a stream of speech into intonation units; (2) selection of a syllable (of a word), which is assigned the 'tonic' status; and (3) selection fone for the intonation unit. To this list, another feature can be added: pitch range, or key (Brazil et al., 1980). In the experience of the present author in teaching oral skills to prospective teachers of English as a second/foreign language, a conception incorporating these four major features of intonation in the teaching syllabus has efficiently worked and proved very useful. This system, it is believed, may prove to be useful for other practitioners in the field of ESL/EFL.

This article explains the four major features in the teaching of English suprasegmentals: intonation units, stress, tone, and pitch range by reviewing relevant and current research. As such, this article provides a framework of English intonation for the teaching of English as a second/foreign language.

An important prosodic feature, 'stress' applies to individual syllabus, and involves, most commonly, loudness, length, and higher pitch. Each of these features may contribute in differing degrees at different times. Stress is an essential feature of word identity in English. It is evident that not all syllables of a polysyllabic English word receive the same level of stress; in connected speech, usually two levels of stress appear to be perceptible, to non-native speakers in particular, regardless of the number of syllables: stressed and unstressed. What is known as the primary stress is regarded as the stressed syllable while the rest, secondary, territory, and weak, are rendered as unstressed syllables.

At the clausal level, normally, words that carry higher information content in the utterance are given higher stress than those carrying lower input (information) and those that are predictable in the context. It is generally the case that one word is stressed more than any other since it possesses the highest information content for the discourse utterance, that is, it informs the hearer most. The group of words described above are largely from what is called 'content' words as opposed to 'function' words. Content words are nouns, verbs, adjectives, and adverbs while function words are articles, propositions, conjunctions, and modal auxiliaries. Furthermore, it is content words that are polysyllabic, not function words. This classification conforms to grammatical considerations. The classification we present here from a suprasegmental viewpoint, that is on the basis of being stressed or not, is slightly different from that of grammar. Consider the following:

Content/Stressed Words	Function/Unstressed Words
Verbs	modal auxiliaries
Nouns	articles
Adjectives	conjunctions
Question words	prepositions
Prepositional adverbs	
Negatives	

In other words, the items on the left hand column are stress able in unmarked utterances whereas the ones on the right column are not.

An intonation unit almost always has one peak of stress, which is called 'tonic stress', or 'nucleus'. Because stress applies to syllables, the syllable that receives the tonic stress is called 'tonic syllable'. The term tonic stress is usually preferred to refer to this kind of stress in referring, proclaiming, and reporting utterances. Tonic stress is almost always found in a content word in utterance final position. Consider the following, in which the tonic syllable is underlined:

- I'm going

- I'm going to London

- I'm going to London for a holiday.

A question does arise as to what happens to the previously tonic assigned syllables. They still get stressed, however, not as much as the tonic syllable, producing a three level stress for utterances. Then, the following is arrived at, where the tonic syllable is further capitalized:

- I'm going to London for Holiday.

One reason to move the tonic stress from its utterance to final position is to assign an emphasis to a content word, which is usually a modal auxiliary, an intensifier, an adverb, etc. Compare the following examples. The first two examples are adapted from Roach.

Furthermore, Bolinger notes that speakers '... depend on stress to highlight the most important and informative idea in the sentence' (the italics is original). I think that Bolinger's 'the most important and informative idea' coincides with the concept of 'new information'. So the stressed lexical item is that which carries the information enveloping communicative intent and purpose. The information in the stressed item is the core of the message within the utterance. Therefore, it is the most important element in the utterance. Consider the following example taken from Dickerson.

(a) It sounds like there was some excitement last night.

(b) Didn't you hear? There was a tornado in the area.

Here in this example, the most prominent information appears to be stored in 'tornado' rather than the last content word in the utterance, as expected according to the guidelines given under 'Emphatic Stress'.

A unit of speech bounded by pauses has movement, of music and rhythm, associated with the pitch of voice. This certain pattern of voice movement is called 'tone'. A tone is a certain pattern, not an arbitrary one, because it is meaningful in discourse. By means of tones, speakers signal whether to refer, proclaim, agree, disagree, question or hesitate, or indicate completion and continuation of turn-taking, in speech.

Pointing to extensive variations in the taxonomy of English tones, Cruttenden rightly notes that "This is an area where almost every analyst varies in his judgment of what constitutes a 'major difference of meaning' and hence in the number of nuclear tones which are set up". He adds: "... intonational meanings are often so intangible and nebulous (that it is difficult to see how a wholly convincing case for any one set of nuclear tones", and Ladefoged (2982) identify four basic tones (fall,

rise-fall, rise, and fail-rise) while O'Connor and Arnold (1973) distinguish only two (rise and fall). Brazil et al. (1980) and Roach (1983) endorse five tones (fall, rise, rise-fall, fall-rise, and level) whereas Cruttenden (1986) recognizes seven tones (high-fall, low-fall, high-rise, low-rise, fall-rise, rise-fall, and mid-level).

It appeared in the author's teaching experience that only four types of tones can be efficiently taught to non-native speakers of English:

- fall

- low-rise

- high-rise

- fall-rise

What makes a tone a rising or falling or any other type of tone is the direction of the pitch movement on the last stressed (tonic) syllable. If the tonic syllable is in non-final position, the glide continues over the rest of the syllables. A fall in pitch on the tonic syllable renders the tone as 'fall'. A 'rise' tone is one in which the tonic syllable is the start of an upward glide of pitch. This glide is of two kinds: if the upward movement is higher, then it is 'high rise'; if it is lower, then it is 'low rise'. 'Fall-rise' has first a pitch fall and then a rise.

A falling tone is by far the most common used tone of all. It signals a sense of finality, completion, belief in the content of the utterance, and so on. A speaker, by choosing a falling tone, also indicates to the addressee that is all he has to say, and offers a chance (turn-taking) to the addressee to comment on, agree or disagree with, or add to his utterance. However, it is up to the addressee to do either of these. This tone does in no way solicit a response from the addressee. Nonetheless, it would be polite for the addressee to at least acknowledge in some manner or form that he is part of the discourse. Now, let us see the areas in which in a falling tone is used. The following is a proclamation in which a teacher is informing a student of the consequences of his unacceptable behaviour.

Conclusion

This study has argued for the inclusion of intonational features of English in the syllabuses designed for the teaching of English as a second/foreign language, and provided a practical framework of English intonation, which is based on the present author's experiences. Intonation, the non-grammatical, non-lexical component of communication, is an inseparable component of utterances. Speech without

intonational features is no more than a machine output. Intonation is a paralinguistic device in vocal communication. It reveals many facets of the communication process taking into consideration all factors present in the discourse context. Therefore, it is an indispensable part of speech. Tones are important discourse strategies to communicate effectively; simply, it is not what you say, it is how you say it. Therefore, a proficiency in intonation is a requirement for non-native learners of English for a better communicative discourse with native or non-native speakers of English.

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18. Facets of Gen Zers' Slanguage under the Tutelage of Social Media

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Social Media is any website that augments social interaction. It is flourishing at an unimaginable pace driving both adults and teenagers to join such sites as Face book, MySpace, and Twitter to interact with friends, family and strangers. The social media has turned the world topsy turvy. It has its own merits and demerits. The communicative style of the Gen Zers is analyzed to understand the language of the teenagers who are named the digital natives. They are also rechristened as 'Gen Zers' or 'Kaleidoscope Kids'.

Gen Zers refers to people born between 1996 and 2010 who are nurtured by the social media. They are musers who are on their toes to accelerate their communication. Traditionally the spoken word had been the informal version of the structured written word. Today young people ignore the formalities of the written communication and follow a casual style in their written form. Their everyday conversations through SMS and Chats have made them ignore the correct spelling and the rules of grammar.

Words are shortened and abbreviated and punctuation marks have become optional. Emoticons are widely used to express their emotions or emphasize their view. To cite a few examples, the customary salutation 'Dear sir/ Madam' is replaced by 'Hi', 'Gday','Hello', or 'HAWU' (Hello all, what's up?'). The signing off is "cul8r" or 'see ya' instead of 'yours sincerely'. They adopt a casual style as it evokes a sense of closeness. The slang terms of the Gen Zers are now called slanguage as it is widely used in social networking sites.

India Wooldridge, the SVP Director at Truth Central, the research unit of advertising agency opines, "Slang has always been around, but even five years ago we weren't feeling too distant from youth- it wasn't such an alien world". She carried out a research on the language of the Gen Zers and found "she literally had no idea what [Gen Zers] were talking about"-in many instances language has crossed the boundaries of intelligibility. The Gen Zers are renamed as 'Kaleidoscope Kids' as they are influenced by many mediums like –GIFS, Snap chat, Emoji, Wazzup, Instagram, Reddit, musical.ly etc.

Wooldridge adds on, "Language is moving so rapidly- [Gen Z] has so many different lenses and filters influencing how they express themselves. Shake the kaleidoscope and it means something different the next day". The English Language upgrades itself to cater to the new developments in technology and culture. Some words become the fad and fade away while some carve a niche in the evolution of the language and becomes part of the common parlance.

Internet and other technologies have revolutionized the coinage of words and its usage. Teachers and learners of English Language have to keep abreast with the current trends in the social media to be more far-reaching to the students. Technology and Economy forces the users to resort to shortened forms. The teachers are at crossroads and wonder whether the shortened forms are to be accepted and evaluated if presented in the answer scripts. There occurs the question of formal and informal contexts.

The onus is on the teachers to emphasize the formal usage and delineate the difference between the formal and informal contexts. Again as these usages have become functional in social media, the

teachers have to expose the learners to these new words and could be included in the unit reserved for composition.

For example: OMG, (Oh! My God), BFN-Bye for now etc.

Social media has become the well spring of new vocabulary. Social Media and culture specific words have received worldwide recognition. 'Tweeps', 'cyberstalking','twitlit',yolo,' 'tebowing', 'cray', 'mantyhose' have found way through Twitter and social media sites. To communicate with the Gen Zers and for a better understanding of their slanguage it becomes indispensable to familiarize ourselves with their language. Some of the common words used by the teens are listed below:

1. Hit me with the real tea- it does not mean the beverage but the gossip, the real dirt.
2. Suh, what's up?- what's up?
3. Get that boy some milk- he/she needs milk
4. A Finstagram- a fake Instagram account where you can experiment and don't have to worry about likes
5. Snap trap- it is considered a social offense when you have looked at a friend's snap, but haven't answered their text
6. It was lit- so cool, amazing, fantastic
7. Unsult- insult disguised as compliment
8. Draking- feeling emotional and listen to an equally emotional song
9. Musers- someone who masters social accounts on Twitter, Instagram, Snap chat, Face book and more at the same moment in time.
10. Thirsty- extremely desperate to get someone's attention
11. OTP- one true pair-to describe real or reel couple
12. Real talk- what you say is true
13. Firing shots- firing verbal bullet at someone
14. Salty- when someone is in a bad or irritated mood
15. Zayum- someone looks or sounds amazing

    To conclude it can be said that the profound impact of the social media will have a lasting influence over the evolution of the English language. The speakers of the English language should up date themselves to escape the digital divide and be socially acceptable citizens.

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19. English as Second Language: Pedagogy and Challenges in the Present Indian Scenario

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Nowadays, English has attained the status of 'Global language' since it has been used by people of all the countries. According to the present data, English has been spoken by 400 million people, especially in the U.S., Canada, Britain, Ireland, Australia, New Zealand and South Africa. Besides, it has achieved special status as the 'Second language' in over 70 countries, including India. Terms such as International English, Global English, World English, English for Specific Purposes have emerged owing to the vital role it plays in trade, travel, science, research, and communication etc. Evolution of technology and science made it indispensable, and bureaucrats ought to use only English in all government orders especially in multilingual countries.

The present educational system is not worried about the acquisition of language skills in the classroom instead they are much concerned about the results of the students. Hence such mechanical and teacher-centered education has to be replaced by learner-centered education with full of language-oriented activities.

Since native Indian students are influenced by their mother tongue, they hardly avoid its influence over English. They always must be encouraged to participate in the classroom activities. Whenever students, especially ECSD (English Communication Skills Deficiency) students feel inhibition and reluctant to take part in the classroom activities or they commit common errors while performing they must be supported and encouraged by the teacher through optimistic words such as "You are right", "You are getting it" and " Good attempt my boy". This is also one of the effective methods to promote the skills of the students.

The Indian Education Commission (1964-66), which is popularly known as Kothari Commission observes that perhaps mother tongue could be the medium of instruction at school and college levels, although it asserts "no student must be conferred his / her university degree unless he / she has attained some expected proficiency over the English language". In contrast to the law, nowadays students who graduate from college hardly acquire the proficiency in English. If at all English is taught in English language, students would miserably fail to understand what is taught and most often it leads to the culmination of students' dropout from the school education.

Enhancing the language or communication skills of students in English is the primary objective of teaching English in countries like India, Pakistan and other non-English-speaking countries. Therefore, while incorporating various language activities in the English classroom both the teachers and the students have to come across many obstacles and hurdles in the teaching-learning process. Though there are some language activities to improve the communication skills of the students, they are not adequate to surmount the linguistic and psychological barriers of both the teacher and students in non-English-speaking countries.

This research paper is going to discuss various approaches and methods by which language skills in English could be acquired by students who learn English as a second language. Besides that the researcher intends to project the practical handicaps or challenges faced by the teachers and students of English and their failure in obtaining desirable proficiency over the English language.

In order to acquire the four major skills of any language i.e., LSRW (listening, speaking, reading and writing), the language teacher has to incorporate certain creative activities in his teaching–learning process. At this juncture, the teacher has to focus on any one of the LSRW skills in his classroom that can be developed through some interesting language games and innovative language activities in the class. Therefore, he may incorporate the following activities to hone the listening skills of the students:

> - Listening to the reading of a passage carefully and then answering to the comprehension questions based on the passage read before.
> - Listening to a radio talk or any speech and answering for the comprehension question.
> - Listening to a picture drawn on the blackboard and makes the students describe the images of the picture in a paper.
> - Listening to an excerpt from a film and asks them to write down important dialogues, and frequent phrases of any of the major characters.

Through those above-mentioned methods listening skills of the English as the second language students can be acquired.

Speaking is considered as an important communication skill from which every non-English speaking learner lacks. Therefore the language teacher must create more opportunities and situations in his class so as to attain fluency of the language. Activities for acquiring speaking skill are given below:

> - Narrating events of a given picture.
> - Conducting role play or any skit from the prescribed syllabus or out of the syllabus.
> - Giving an extempore speech about any non-detailed lesson that was taught already or any simple topics.

- Creating any situation or any incomplete story and asking them to conclude it properly as per their wish.
- Conducting group discussions about topics they are familiar with or any current issue.
- Assigning class seminars and presentations.
- Learning proper pronunciation and tone of the Standard English from language laboratory, if possible.

  Through those activities proficiency of any other language can be attained by the learners definitely.

As Francis Bacon observes, "reading maketh a full man", one has to have good reading habit, if he / she wants to become a full and successful one in the competitive world. Hence it is quite necessary to develop reading skill of the students to nourish their vocabulary and language. Therefore, reading skill can be cherished through following exercises:

- Reading passages from the detailed- textbook or any non-detailed textbook.
- Reading short articles and news from the daily English newspaper.
- Reading the text with proper intonation and pause.
- Giving seminar presentations of any short story which they read recently.
- Teacher should narrate an interesting short story and end up the class without proper conclusion of the story, so as to kindle the curiosity of the students to arrive at any conclusion of their choice.

Through those steps students' curiosity towards reading and their reading skill also can be honed successfully.

As has been observed earlier, unlike other language skills, writing is the only most difficult task to every foreign learner to acquire within a short period of time. Hence the essential duty of the language teacher is to improve the writing skill of the learners, with least errors. Unlike other communication skills writing needs more practical practices and careful guidance of the teacher from time to time to attain a proper style and structure without any grammatical error in writing. Therefore, this skill can be developed through following methods in the class:

- Classroom composition exercises under the guidance of the teacher.
- Taking notes and making notes from any text or from any lecture.
- Conducting literary contest such as essay-writing, story-writing, report-writing, and script-writing, etc.
- Giving class assignments on any general topic.
- Writing the review of a film or a book which they watched and read recently.
- Conducting some language games like 'crosswords' and 'building vocabulary'.

These are the miscellaneous language activities that can be incorporated in English classroom teaching-learning process in order to strengthen the communication skills of the non-English speaking students. Besides following the LSRW skills, traditional teaching methods like, Grammar

Translation Method, Bilingual Method, Situational Approach etc. may also be adopted in the language classroom.

Challenges in listening

Each of the language skills contains its own linguistic barriers and defects in acquiring the communication skills in the classroom. As far as listening skill is concerned, students should be given as much as adequate opportunities to listen to good English in the language class. Hence, in order to make a good English classroom environment teacher must teach the subject only in English. Even if the teacher teaches completely in English, most of the students would hardly understand what is being taught, as they have repugnance and disinterest over the English language from their primary education. This students' dislike towards English is inevitable in English language teaching-learning process since it is a foreign language. Furthermore, since they lack English-speaking environment in the society and their homes, naturally they are influenced by their mother tongue which works as a massive hurdle for them in acquiring the skills of the foreign language. Hence the language teacher should try to make the English-speaking environment in the classroom which may familiarize the students with the foreign language, though they acquire the fluency slowly. This is how the language teacher may surmount the linguistics barriers and hurdles in acquiring the language skills (Listening) in the English language.

Challenges in speaking

As far as speaking skill is concerned, it has to be acquired only by practising the language in every circumstance of day-to-day life. Apart from the speaking practices that are given in the language classroom, students have to be given appropriate chance and environment to practise the foreign language both inside and outside the school. Moreover, as speaking is a predominant communication skill, the language teacher's responsibility is to enhance the speaking skills of the second language students in the language class by every means. The major influencing factor that barricades students' English language communication is influence of their mother tongue which they gained from the birth, is inevitable. It generally restrains them from grasping the new structures and patterns of the foreign language. Although the influence cannot be lifted immediately, it could be done gradually through proper conditioning.

Challenges in reading

It is believed that reading is a receptive skill, and hence basically it requires too much practice to acquire the skill perfectly. It is supposed that the foreign language students are introduced to English only after they have acquired their mother tongue. And they are encouraged to read and write their mother tongue primarily rather than the foreign language. As a result, naturally students' interest

towards their mother tongue and hatred towards other tongue grows parallel. If the teacher facilitates the students with English texts and asks them to read it aloud in the class, they would be reluctant most often to read it aloud due to their inferiority complex and low self-confidence. Nevertheless the teacher implements newer techniques and strategies in the teaching-learning process to strengthen their reading skills, they might not be cooperative and rather much reluctant in doing those language activities proposed by the teacher. In addition to that, how far these reading practices and exercises proposed by the teacher would be helpful and applicable for an inclusive classroom? (an educational policy where students with physical and psychological disabilities study together with normal children). Even if there is no any special student in the class, there would be slow learners for whom the teacher has to assign some different and simple activities so as to develop their reading skill to some better extent. Eventually it has been resolved that though the teacher incorporates various language activities in the class, certainly there would be some hurdles and defects in accomplishing the planned strategy to some extent.

 Challenges in writing

Writing is the foremost difficult skill to be acquired by the foreign learners of all language skills i.e. LSRW (Listening, Speaking, Reading and Writing). In other words, it is the most authentic form of communication which decides the scholarship of the people. Hence this skill cannot be acquired as easily as that of other communication skills such as listening, speaking, and reading. This is why, writing skill of the learners conventionally starts from primary school. Since writing comes next to the reading skill, it would be depending on students' reading ability. In other words, students' writing ability depends on their reading ability, because if they lack in reading obviously their writing would also be lacked. Perhaps, this might be the reason for poor writing skill of the second language students as they have not been trained effectively from their primary education. Hence such kind of writing continues throughout their academic career. It is not only the failure of the students alone but the language teacher's also.

Eventually it is inferred that no language skill other than mother tongue could be developed instantly in the middle stage of students' academic career, unless it has been effectively trained and taught from their primary education. When a student learns a foreign language in his / her mother tongue environment, precisely the language skills of the foreign or second language (English), cannot be attained easily by the learner, as they might have been highly influenced by the former. It is an undeniable fact that society and environment of the student also influence his / her proficiency and knowledge over the second language to the large extent. Therefore, the conclusion of the research paper is that linguistic barriers, mother tongue influence and other hurdles are natural and inevitable in teaching and learning of the second language, particularly in non-English-speaking

countries. Despite the existing hurdles in teaching and learning of the foreign language, the teacher of English is supposed to give his whole-hearted contribution as much as possible in the class in order to make the students acquire the basic level of linguistic competence, even if the mastery over the second language is not attained.

Nevertheless the language teacher is aware of and capable of implementing all the essential techniques and approaches to make the teaching –learning conducive, there are some practical defects that restrain the skilled teacher from doing justice to his profession. In addition, there are certain inconveniencies and difficulties faced by students and teachers of English in acquiring the language skills in Indian English classrooms. They may have to surmount linguistic, intellectual and administrative issues that are to be discussed below:

   a.   **Lack of teaching skills:**

Most of the Indian teachers of English suffer from lack of English knowledge as well as communication skills. It is also one of the causes for teachers to teach English in their mother tongue, always bilingual. When the teachers themselves lack the fluency and desirable language skills how could they teach English effectively? From this it is conceived that today's students are tomorrow's teachers and today's teachers were yesterday's students. In other words, English language is a foreign language not only for the students alone but also for the teachers. Hence the teachers are reluctant to teach and speak English effectively. Nevertheless they teach English with good fluency, most of the students would be blinking, as if they were watching an English movie from other tongue.

   b.   **Excessive strength:**

It is said that classroom ratio should be 1: 42 i.e. one teacher for forty two students. If the class strength exceeds beyond the restricted level, then neither teaching nor learning would be effective in the class. Naturally the teacher loses his / her control over the students. As there is a great mob, the teacher struggles to frame language activities, and even if it is possible, there will not be adequate time to make every student perform and guide everyone. As far as English class is concerned certainly strength of the slow learners would be more than other subjects. Hence the teacher would be in dilemma whether to promote their language skills or make them get pass marks in their examinations. At this juncture, as a teacher he / she is supposed to make them pass in the exam primarily and developing their language skills would always be secondary. This is also one of the reasons for failure of teaching English.

   c.   **Lack of facilities:**

There are schools nowadays even without any basic facilities such as classroom, toilets and good teaching environment particularly in government schools which are hardly student-friendly. Though private schools and government aided schools have access to smart classroom enabled with smart board learning, many number of government schools are far away from the idea of smart learning, which may make the students incompetent when they have to compete with students from matriculation or CBSE schools. This paves way for the inequality which is contrary to the constitution of India. Hence government must look into this issue and must ensure fairness and equality in the field of education. Since English is an activity-based subject the teacher needs to use certain electric or non-electric teaching aids to facilitate students in grasping the lessons. Even if there is no computers there must be an OHP (Over Head Projector) to explain certain difficult subject matters or to encourage the students. Consequently they might be bored with the traditional way of teaching and learning the subject. With the aid of computer and other electronic devices some difficult grammatical structures can also be taught easily by the teacher. If these facilities were not provided, then the activities based on technology, CD and online speech programmes might not be accessible in the language classroom.

d. Management pressure:

Since English is a language subject it gets little attention from the teachers and students unlike other major subjects. At this juncture, the language teachers are forced to cover their syllabus soon so as to lend the language class for some other major subjects. Moreover, teachers are coerced to complete their syllabus well in advance before the exam rather than developing students' language skills. When teachers are nagged to finish the portions very earlier they might not be able to concentrate on improving students' language skills. As a result, students are not trained properly to acquire the linguistic competency, instead they would just be trained to memorise the contents in the textbook so as to score good marks in the examinations.

As long as this practice prolongs, so long the deprivation of communication skills of the students will also remain unchangeable in the academic circle.

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20. Techniques and Approaches in English Language Teaching

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The History of English Language Teaching in India has a long convention. Memorization of vocabulary and translation of sentences in mother tongue is often formed the major part of such learning process in the past. Throughout the 20th century, language teaching has been subjected to a tremendous change. ELT becomes very difficult for the teachers to teach English as second language because of learner's mother tongue influences. Then they formulate many techniques and approaches in their teaching that create a curiosity among the learners to learn the second language.

Techniques

The techniques of teaching a language will differ according to the aims for which it is taught. In language learning entails a different desired outcome compares to other subjects. Many techniques were developed by language educators over a years to enhance the learners knowledge in language.

Some of the techniques used to teach English are

- Grammar Translation method
- Direct Method
- Reading Method
- Audio-Lingual method

Grammar Translation method

Grammar Translation method considered as a classical method. It is first used in the teaching of the classical languages, Latin and Greek. It has been the most widely accomplished method of teaching in Schools and Colleges. This method relegated the background for changes and the introduction of new techniques in teaching. It focuses on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language. In this method teacher translates each end every word, phrase, and sentence of English into their mother-tongue of the students. Grammar items were sequenced from easy to more complex and text-book occupies an important place in this method. In this method there is no emphasis is on speaking, reading and writing and it develops the habit of translation at the thinking level.

Direct Method

Direct method emerged in Europe at the end of the 19th century attempted to make language teaching more helpful by an essential change from grammar-translation. During this period, various methods were developed to the general discontent with the prevailing theory and practice. It is a method of teaching foreign language especially a modern language, through conversation, discussion and reading in the language itself, without use of pupil's language, without translation and without the study of formal grammar. The main purpose is to make the learner to think in English. It becomes quite difficult to bring word meaning and child's experience together. It gives less importance for reading lesson and written work.

The Reading Method

Reading method was very popular in India soon after independence since English at that time was envisaged to be a library language. Dr.Michael West proposed this method to remove some of the limitations in direct method. This is also called as text book method or reading method. According to him, there are two ways in which reading text can be improved. The first way is to simply the old fashioned literary word by more common and modern equivalent words. Second principle of readability is "lexical distribution". English is no longer considered a library language in India. In this method reading skill is emphasized and speaking and writing skills are neglected.

The Audio-Lingual Method

The Audio-Lingual Method is also known as Army Method. This method is a great success because it involved small groups of the trainees who were highly motivated and who were given long hours of drilling with specially prepared materials. In this method they gave drillings like Dialog memorization, Transformation drill, Repetition drill and Question-and-answer drill. It provides great effort to get students to produce error-free utterances.

Approaches

In teaching many methods and approaches have been adopted due to the changing of form and status. Teacher should apply appropriate approaches for the progress of the learners.

Structural Approach

Structural approach is based on the belief that language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary. It helps the learner to frame their own sentences. It described as a syllabus of grading of structures, and controlled vocabulary. Word order, Structural words and Inflexions are the three important devices for the construction of meaningful sentences.

Situational Approach

Situational Approach is a developed form of structural approach. It is the presentation and practice of carefully selected and graded grammatical structures of English in an effective, meaningful situations, initially through speech and later through reading and writing. The two main components of this method are presentation and practice. Language teacher with the help of classroom situations, verbal situations and pictorial situation can make learning language not only interesting but also more effective.

The Oral Approach

English is the most widely spoken language in the world. People using English for communication purpose though they are not well known in reading and writing. They can listen and understand the language and also respond suitably and intelligibly when a situation arises. Teachers should speak English and help their students speak it properly. It is the natural way of learning any language and easy for the teachers to handle the students for practice.

Eclectic Approach

Eclectic Approach involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions. The teacher can decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. This method integrates different reading methods and techniques such as basal reader, language experience, computer assisted instruction, individualized reading approach and literature based program by implementing all these approaches, the teacher is utilizing all the abilities of students. This approach strengthening the student's success in learning.

The shortcoming of methods and approaches gave birth to new methods and approaches. It is impossible to arrive at the perfect approach or technique for language learning in Indian context. Language learning is such a complex process that it is impossible to offer a single solution to all our problems. The teacher should find out what approach and what method will enable him/her to realize a particular objective under a set of particular circumstances for the enrichment of learners.

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21. TECHNOLOGY AND CREATIVE COMPETENCE IN ENGLISH LANGUAGE TEACHING- A STUDY

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The world is growing at a very fast phase. Like challenges involved in any many fields, the task of a teacher is becoming even more challenging in the current scenario. It is high time for teachers to reverse the role i.e. to become *Learners to learn* in the first place. This is done in keeping with student's welfare in mind and revise teaching methods accordingly. The competent level of students is invariably becoming little higher to teacher. In the sense they are able to use latest technologies more efficiently & in an effective manner. This makes them positive and at times challenging too. Hence the role of a teacher becomes proportionately higher. Language includes a broad canvas of everything such as Communication, Constructive and Creative utterances. In this process *constructive learning* becomes a part of Communicative Language Teaching. New leads in discourse, genre analysis, and pragmatics, systematic and functional grammar are some of the approaches taken towards language teaching. In addition to these, memory related techniques- Cognitive, Meta Cognitive Strategies towards learning, and self –improvising aids are worth mentioning.

Computer language becomes one of the most influencing aspects in terms of personal and social. As more tasks involve human computer interaction, computer skills and knowledge are more positively correlated with both occupational and personal success. Therefore, a classroom experience with technology tools becomes imperative. In most cases, the teacher is the key to effective implementation of usage of computers in the educational system. Given this situation, teachers have tremendous opportunity to transmit beliefs and values through them. It is important to understand the biases and stereotypes that teachers may hold about the use of computers and factors that prevent them from achieving the desired result. However it is undeniable that computer in a classroom or in a lab is considered to be an asset, student and teacher inclusive.

It is unfortunate that some of the teachers are reluctant to make use of the facilities in the classroom because of their preconceived notions and lack of competency in computer knowledge. Hence arises a gap between teachers' and students'. The reason for this gap is lack of exposure to technology. Teachers are reluctant to use the potential information involved in multimedia technology. Apart from chalk and talk method, I personally feel that it is the duty of every teacher to identify the best tools to be used in the classrooms for productive results. Irrespective of being literature background, teachers should come forward to use technologies since students spend a lot of time in communication devices like mobile, i-pod and tablet pc in their day to day life. Integrating those devices into classroom can be a great motivation to students.

However, teachers are proficient in using social networks like face book, LinkedIn and twitter and online communication like Skype, and e-mail. Unfortunately, these tools are not used constructively during classroom presentations. It could be believed that some of us prefer lecturing since it saves time and energy and some are deployed of ELT background and training.

The crux being prioritizing to the demand and need of the students to personal preferences and the other. The multimedia technology has not been utilized to cater to the needs of students' communication skills in spite of internet that has provided ample applications and soft wares for teachers and students. Hence it is the duty of the teachers to identify the best tools to be used in classroom teaching.

My paper attempts to list out the effective and suitable tools for language classroom based on the students' usage of computer applications. Almost all students have computer/laptop with internet connections. To this modern devices i-pod, mobiles pen drive and tablet pc may be included.

To some extent 'Module Technology' has influenced students' life. In the sense students are able to use latest technologies efficiently. Point being though teachers

possess computer knowledge, students are more proficient in using various computer application skills.

 I personally feel Internet usage in ESL classroom for teaching English Language is limited. S.K.Kochar in *Methods And Techniques of Teaching* rightly points out: "Language laboratories, programmed printed material, teaching machines, computer etc. are being used to cater to the needs of individual students. All these are resulting in a great revolutionary development in education." (8)

 Opportunity should be given to students to use internet in the classroom. For example, a teacher can post any creative based pictures and ask everybody to comment in terms of critical and analytical reasoning.

Students are well aware of their need and they expect more. Most of the students are not happy in the traditional classroom since students are generally interested in technology related stuff. In keeping pace with students, teachers need to be given support in using technology and they need training in key areas. Teachers need to be motivated in order to use internet applications in subject teaching arena. They should stay receptive to emerging technologies. Therefore, the decision regarding how to use computer technology rests on the shoulders of teachers. It becomes crucial to enhance skills pertaining to the areas concerning class room discourses and practices. Teachers are reluctant to use the potential involved in multimedia technology. Peter S Westwood in *What Teachers Need to Know about Teaching Methods* states: "Understanding the rationales under pinning learner centered and teacher centered approaches is essential for guiding the selection of effective teaching methods for use in our classrooms." (2)

They need to be trained to use various applications like MS office and Excel sheet. Web application like *Glogster* allows students to create multimedia, online posters and the same can be used in creating images, sounds and videos. *Diigo* education protects the students' privacy. *Spider Scribe* is an online mind mapping and brainstorming tool. It allows students to organize their ideas by connecting notes,

files, and calendar events in free form maps. It increases memory retention in students. Teachers can use in their lesson plans and they don't need to carry papers with them since points are stored in their memory. It can be collaborated and shared with others online*. Blogs* is a personal website or web page on which an individual records opinion, links to other sites, etc. on a regular basis. *Voki* is another educational tool that allows users to create their very own talking character. The characters can be customized to look like historical figures, cartoons, animals, and even yourself. *Voice Thread* allows people to have conversations and to make comments using web cam, a telephone, or uploaded audio file. LCD projector is a device utilized for displaying video images and data. Sometimes teachers are ambiguous on usage of modern technology. A teacher apart from his/her belief in conventional methodology should never stop exploring ways in order to make a classroom teaching conducive. Like how one witnessed slide projector and overhead projector in immediate past as an efficient tool in teaching. Finding ways to make a class room interesting and illuminating becomes a necessary requisite. Having computer in the classroom is an asset. Teachers can demonstrate a new lesson, present new materials, illustrate how to use new programs in new website.

Language is a living thing, so the best way to learn a language can be done through interactive and authentic environments. No doubt Computer technologies and the Internet are powerful tools to language teaching. "Even though constructivism is not a theory associated with using technology, constructivist assumptions are guideposts for developing a vision for integrating technology into the language curriculum" (Brown 1997; Wolffe 1997). These tools can help students to stay connected, organized, and increase the ease of building multimedia lessons and learning tools. Apart from the challenges involved in wrong usage of technologies, there cannot be denying of the fact that technology has greatly influenced students' life. Petrina Stephen in *Advanced Teaching Methods for the Technology* says: "A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once" (93)

It is unfortunate to know that in few colleges, city and semi – urban inclusive, lack exposure to real 'English' outside the classroom. It is because of the limitation of EFL context where English is taught as an academic subject rather than practical use in society. Having spoken of vast resource availability in modern teaching another problem that quite commonly occur is a word that has many different meanings placed in different context. This leniency in defining various meanings for the same word confuses them as which meaning can fit the word they come across in a particular context.

Other difficulty is the computer takes both passive and active construction. You still can go ahead with ten sentences without any full stop. In this regard students are handicapped from producing simple and short sentence on their own. Sometimes the information demystifies students. Also, it limits them since information is fed already. Most of the students browse as how to copy and paste resumes as their own. In this regard a proud feel of saying, "It's my work" no more exists. Then where do the challenge lay?

Whether it is a modular technology or modular kitchen dealing with innovative interest incites inspiration in students, no doubt. Students usually learn English under the guidance of teachers. Therefore, it becomes necessary that the teacher needs to teach relevant aspects other than lecturing by using modern essential skills since students are practiced to teacher-guided learning rather than being independent learner. This kindles in them new innovative ideas and act as stimulators.

I conclude learning language in terms of interactive and interesting environments. Computer technologies and the Internet are powerful tools towards various approaches to language teaching. The word interactive and interesting leads to constructiveness. This constructive technology in teaching may be considered as a milestone in developing a vision for integrating technology into the language curriculum. Toeing with this idea my paper examines the advantages of using technology tools, Internet & LCD Projectors and White boards etc. I have also mentioned the disadvantages involved in wrong usage of technology. My paper also

emphasizes critical, analytical and creative areas in teaching thereby necessitates using both for productive outcome.

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22. UTILISATION OF INFORMATION MEDIA IN ELT CURRICULUM AT VARIOUS INSTITUTIONS

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Dedicated teachers are always eager to return to the basic question of what to teach and how particularly in this age of information explosion. At the university level an adequate and appropriate use of news media would enable the learners to familiarize them with the journalistic language, register and other stylistic devices that are at play when a piece of news is presented either in print or through a television channel. The tasks accompanying each text would give the learners confidence to read and view English language news items in print and on the television for themselves outside the classroom. Ultimately, this would achieve autonomous learning by enhancing their strategic competence.

Teaching is a continuous transformational process and teacher educators at the university level must adopt innovative strategies and provide leadership to revamp the education discuss the issues involved in using news media both from on the advantages and the large variety of thought provoking tasks that can be derived from viewing, reading and analysing the news items presented through print as well as visual media. This seminar paper also discusses the methodology, which may be adopted in implementing these language activities in the ELT classrooms.

Everyday, the students are invariably exposed to both written and oral information coming from press and television. Both modes of presenting news and feature stories provide creative and original ideas for making effective use of the wealth of readily accessible, authentic and up-to-date English. So why not this powerful tool is used in ELT classrooms? Using news media in ELT classrooms would help to develop a critical analysis and understanding of the various aspects of English language namely pronunciation, accent, vocabulary, idiomatic expression, sentence structure, cohesive devices etc. In addition, it would help in various language activities such as listening and reading comprehension and dictogloss. Editorials and gossip columns, serious and light-hearted newspapers can be used to teach formal and informal varieties of English; editorials and feature articles can provide passages for summary and comprehension; letters to the editor can demonstrate good features of letter writing; reports on court proceedings can illustrate questioning techniques; and various articles can provide direct and indirect speech for grammar samples of study. Both the oral and written contents of news media can also help to organize certain other skill building exercises such as conversation and role-play. The tasks accompanying each text would give the students confidence not only to read

and view news in English language in print and on the television but also to understand and appreciate the nuances of phonetic, semantic, syntactic and stylistic features of the English language used in the news items and articles. Moreover, the students could be challenged with increasingly demanding and thought provoking tasks, which are practical and focused to helping them enhance their power of thinking and develop their critical skills. For example, students would be able to learn and develop the inverted pyramid practice, which is followed in preparing news items. This refers to the conventional practice in most news media, which uses the beginning of the report as a spot for emphasis. In most cases reporters put what they consider to be the most important aspects of the story at the beginning and the least important at the end. Use of news media in ELT classrooms would hone the editorial skills of the students to a great extent. In all, this would ultimately develop their strategic competence and lead to autonomous learning. The most significant advantage of this practice is that one recording of a news programme or one single issue of a newspaper may contain material for teaching various types of writing: description, analysis and synthesis, comparison and contrast, and process description; and they provide models of good written form: paragraphing, topic sentence, introduction, conclusions, etc.

When we decide to use the news medium, we need to bear in mind that they are a resource to be used in our classroom instruction. They are in no way intended to be the only activity used during the course. They need to be specifically designed to provide our students with stimulating, challenging topical and real material to support the course syllabus. To facilitate task-based learning (TBL) the teachers should see to it that a sequence of communicative tasks to be carried about in English. "Communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form".

Language in a communicative task is seen as bringing about an outcome through exchange of meanings. Therefore the teacher who wishes to use the powerful News media in ELT classroom should plan and decide the methodology. The following points may be considered in designing this methodology:

- Frequency of using News Items
- Analysis of Material
- Selection of Print and TV News Items
- Planning the Sessions
- Classroom Activity
- Post Viewing / Reading/Listening

Depending upon the quantum of syllabus, availability of facilities and the suitability of time, the teacher should decide when it is the most convenient moment to expose the students to news items. The teacher should also decide how frequently this activity can be organized in the ELT classroom. In fact the news or TV clip should not be dated when shown to the students. In a more specific situation such as the case of students of Business Communication, Technical Report Writing etc. Who come under the ESP learner category the criteria may be slightly different. This is because ESP has always seen itself as materials are founded on the results of needs analysis. This needs analysis would turn out to be beneficial only when these ESP is that its teaching and materials are founded on the results of needs analysis. This needs analysis would turn out to be beneficial only when these ESP learners are exposed to up-dated, daily material which they have to process, that is understand, retrieve and reconstruct after viewing or reading the news item. This is precisely what they are expected to do in their professional lives. Therefore the frequency of exposure should depend on the students' needs, interests linguistic aspects to be practised and time availability.

Before choosing the news items for use in ELT classrooms, the teachers should consider text structure, length, linguistic difficulty (including vocabulary) and content of both the press and television news. All of these are important to any task to be presented to the student, and each can be manipulated as a variable in itself. Apart from dealing with the linguistic aspect, attention should also be drawn to the discovery of the macro structure of the whole text, since this constitutes a crucial criterion for the selection of the material.

Thus teachers should set out to explore different texts so they can recognize the text patterns in each text. Then, this strategy should be explicitly taught and fostered as a skill in its own right. Passages should be analysed for differences which may predispose writers of certain subjects to use some strategies over others.

The learner should be able to recognize different patterns, such as an expository presentation with a problem-solution pattern, an argumentation or debate with a hypotheses-confirmation format, or a sequencing of events presented in a narrative text. Likewise, the analysis and retrieval of information based on the layout, pictures, and personal responses to news stories should be encouraged.

The lesson should also develop critical viewing by providing the learner with problem-solving and research skill through the use of news clips and newspaper cuttings and fast-paced graphics which depict formats and features. In the case of

the broadcast news, the teacher should tape the programme when it airs and show all or part of it to the class. For example, a teacher may begin with a review of the day or week's top news stories. Discussion may focus on current issues and trends unfolding in the news. International news should be brought to the class so that students can explore selected events around the globe. All sorts of topics may be discussed including business and commerce, science and medical achievements, and special features such as art, drama, music and literature. As stated above this choice should be based on course requirements, objectives, and the learner's interests.

The learning of English can actually be facilitated and optimised by explicitly teaching the linguistic features, plus helping the learner become aware of the strategy required to extract meaning when confronted with oral or written media texts.

Hence the teacher need to put lot of effort in analysing the various news items with special reference to the level of students and the aspects of language to be taught or practised. This analysis is fundamental to the process of using news media in their ELT classrooms.

After careful analysis of various news items the teachers should proceed towards choosing appropriate reading or viewing news material for their classroom teaching. Both print and television news items can extend the language learning horizons concerned by showing language being used by a great variety of people for a number of different purposes in a wide range of contexts. For example different newspapers adopt different styles of presenting the news items; similarly different TV channels use different way of presenting the news items; even within the news items some channels use narratives.

The following factors should be considered for the selection of suitable news items:

- Length
- Level of difficulty
- Subject matter (persuasive, descriptive, narrative)
- Mode
- Variety

Length is an important factor in text selection. The news item selected should neither be too long nor too short. If it is too long the students would become fatigued by the demands of the task; if it is too short there may not be enough material or time for the students to become involved in reading and viewing. Of

course, less proficient learners may be asked to read or view shorter passages so that they do not feel the burden of reading or viewing news items and feel motivated to go for longer items. Generally a length of about ten or fifteen minutes seems to be appropriate under most conditions.

The next factor is the level of difficulty. The teachers should realize that the cognitive load imposed by reading and viewing the news item should not be so great that the learners are prevented from being able to process what they have seen or read. They also should see to it that the text does not fall so far below the learner's ability that it is only perceived at a superficial level and involves very little use of strategies. The level of difficulty necessarily includes the level of conceptual competence, analytical skills, language proficiency, familiarity with the topics etc. Of the learners. Hence, the teachers need to consider all these factors while finding out the level of difficulty of the news items to be chosen.

It's better to avoid the material with subject matter entirely unfamiliar to the learners. For example if the students are in their first year of undergraduate programme they may be more interested in sports news items. But as we are aware, the possible subject matter variables in news items include topics related to human conditions such as family relationships, education, health and environmental issues, aspects of everyday life, political issues, international relationships, sports affairs, etc. They may provide interesting material as long as they are easily comprehended by the learners. Hence the teachers should choose those news items which may not only interest the learners but also benefit them in understanding the cultural, social, political, economical and commercial aspects of their nation and other nations.

Depending upon the convenience and the available facilities, the teachers can select oral (TV) or written mode (newspapers or internet) of news items for their use in ELT classes. Besides considering the convenience and available facilities, the teachers should keep in mind the necessity in terms of the skills to be developed in their students. For example, to hone the phonetic or listening skills of the students, they should use the oral mode whereas to sharpen the reading or critical skills of the students they may use written mode. Again it would be appropriate to use both the modes for carrying out reconstruction activities through Dicto-composition exercises. In fact it would be emphatic if the teachers try to arrange oral and written from different angles as far as possible. This would enable the learners to come conversant with the news item by first reading about it and then watching it on television or vice versa.

To foster a critical debate among students, the teachers may obtain news items from several newspapers or their websites so that the learners might be able to compare and contrast different treatments of the same news item. With the selection of a variety of newspapers or news channels, the learners may be asked to identify different points of view and comment on the subjectivity of the news item. Further this variety would enable the learners to understand the function of persuasion in the news which is supposed to be very vital for presenting news items. By going for a variety of newspapers or TV channels, the learners can retrieve the most important aspects of the news story, take the roles of the journalists and reconstruct the news items in their own language and style. A sample exercise for comparative analysis is given at the end of this article.

The learners should be provided an initial focus on the context in which the news event has taken place. By means of certain warm-up activities such as role playing, discussing the meanings of certain unfamiliar or difficult words in the text etc. The learners may be motivated and guided for the task of reading or viewing the news item. If the oral mode is to be used, the learners may be asked to go through the corresponding written mode of the text in advance. It is better to use the recorded news items of TV as frequently as possible since this would interest learners more than newspapers items because of the use of lot of visuals.

News items and feature stories are good means to develop the skill of listening and other related skills. The visual support such as people speaking, gesture body language, eye contact etc. They provide help to a great extent in comprehending the text better. Similarly news items and features stories used from print media serve as good means to develop the skills of reading and other related skills. The learner is actively involved in solving problems through hands on tasks that involve locating and extracting specific information, matching, sequencing, selecting appropriate answers; agreeing/disagreeing with certain statements, taking notes, summarizing, and so on. These activities are aimed at developing not only language but also text organization.

The teachers should always keep in mind that the learners are viewing or reading the news items for a purpose. In fact the learners are interacting with and reacting to the text rather than passively absorbing the written and oral information transmitted to them. After completing such tasks the learners should practice and extend the language read or heard in the sequence and to analyse the types of interaction by closely observing the linguistic input of the selected material.

Since the learners bring much background acknowledge to the reading, listening or viewing task, the main objective of the teachers should be to help the learner reconstruct one possible version of the news item under discussion. Dicto-composition (dictation and composition), also known as dictogloss, is one of the important language learning activities. Basically it is a reconstruction activity which improves several skills: the ability to listen, to retain and recall, to spell and punctuate properly, to construct appropriate sentences in a given context and to use linguistic devices that bind phrases and sentences into a text.

The teachers should make the learners try to use the linguistic and strategic power that they have as L1 users and transfer these abilities to the tasks at hand. Strategies of guessing, predicting and inferring are fostered because they are of paramount importance in text processing and reconstructing activities. To facilitate the learners elicit the most meaningful units of information, the teachers can implement the traditional five Ws (Who/Whom, What, When, Where and Why/How) as the starting point. Once the learners answer the questions (clippings may be shown again or read out in between), the learners should be engaged in more challenging activities oriented towards the reconstruction of the story. More demanding tasks can be provided to help the learners unravel aspects related to the tone, subjectivity and tendentiousness of the text under discussion at a later stage.

Once the learners are at ease with the meaning, they can identify the rhetorical aspects such as the general pattern of text organization as well as the use of cohesive signals, different syntactic patterns, particular lexical items, and idiomatic expressions, etc. Similarly, the learners' attention should be drawn to the stylistic devices and the tone of the story. By focusing on these formal aspects of the language the learners would develop their receptive abilities and comprehension of the indicators of additional meanings. Acquiring proficiency in analysing and understanding the formal aspects of the language would enable the learners become more effective in speaking and writing the language used. A sample worksheet for analysing news is given at the end of this article.

Keeping the ultimate aim of this approach that is to achieve autonomous learning by developing the strategic competence of the learners, additional follow-up tasks can be provided. These will offer opportunities for the further consolidation of language functions, forms and vocabulary as well as enriching background knowledge and cultural. Special projects should be fostered to enrich and expand the learners' command of the language and knowledge of specific tasks. In an increasingly competitive and globalised market, the teachers of English need to

ensure that the learners' benefit from their English classes by exposing them to authentic texts and practical approaches through enjoyable learning activities.

Using news media in ELT classrooms has not yet become popular in Indian ELT scenario. But, by knowing what strategies the language learners actually use when reading or listening/viewing the teacher only improve their comprehension of these skills as communicative acts but also their understanding of how they might be taught. Further research is needed on how reading/viewing strategies may very depending on the background of the reader and the reader reading/viewing task itself.

Planning viewing activities based on BBC and CNN news in particular may be intimating at first but once the teachers begin to pilot some materials and gauge the students' interests and involvement, the possibilities begin to open up. Similarly newspaper articles and items from a variety of newspapers both national and international would help a long way in understanding the nuances of English language in terms of form and function.

Find the answers to these questions in the newspaper article given below:

1. How many papers reported Professor Heinz Wolff's death?

2. How many papers reported Dr. Heinz Wolff's death?

3. Why did The Sun confuse the two Heinz Wolffs?

4. Why was Joan Wolff particularly worried about The Sun report?

5. What did the two Heinz Wolff's have in common?

6. Why do you think every sentence is a new paragraph in The Sun report? How is the style of The Guardian report different?

Zany scientist Dr Heinz Wolff, who shot to fame in the BBC's loony inventions series The Great Egg Race, has died in hospital. The balding 61 years-old professor founded a world-beating research unit at London's Brunel University.

But with his fly-away hairstyle, half-moon specs and bow tie, he become best known for his part in wacky computer advents in which he was crushed under a ten-ton weight. In 1939 his family fled from Berlin to start a new life in Britain. Genius Dr Wolff, who spent 30 years with the Medical Research Council, once refused a place at Oxford and deliberately failed his Cambridge University entrance exams.

Professor Heinz Wolff, the distinguished director of the Brunel Institute for Bio-engineering, whose tragic death was reported in The Sun last Monday, spoke cheerfully enough to The Guardian yesterday, using not a Ouija board of spirit medium but a telephone from a Dutch seaside town called Noordwijk.

"Great Egg Race Prof Dies at 61", announced The Sun, referring to Professor Wolff's role in what the paper called the "loony inventions series" on BBC TV and sparked off a bizarre chain of events throughout which Professor Wolff remained alive and well.

Within days of The Sun's story, two obituaries appeared in The Times and the Independent, detailing the career of Dr. Heinz Wolff, a leading psychodynamic psychiatrist, who had died at 73. Dr Wolff had, sadly, died-but The Sun had got the wrong Heinz Wolff. Professor Heinz Wolff was in Holland yesterday to make a presentation to a research laboratory. "I have started to receive cards in the post saying "I'm glad you are still alive", he said, "The main thing has been the tremendous number of phone calls I've still doing it".

When his death was announced, organisers of a meeting he was due to attend decided to cancel, out of respect, and telephoned his home to offer condolences. His wife, Joan, said yesterday: "The switchboard at Brunel was jammed with people ringing up on Monday morning. But our first thoughts were for the family, and the terrible worry that people would hear second hand I mean, most of the our friends don't read The Sun".

Both Professor Heinz Wolff and Dr Heinz Wolff were born in Berlin and settled in London. At one time, when Professor Wolff lived in Hampstead Garden Suburb and Dr Wolff lived in Hampstead, their telephone numbers differed by one digit.

Professor Wolff is a graduate of University College, London: Dr Wolff trained, and later became a department head, at University College Hospital. "We have been confused before", said Professor Wolff, "but never in such a horrifying way".

Several famous names have read of their own deaths in the newspapers, the most celebrated being Mark Twain, who complained that "reports of my death are grossy exaggerated". George Bernard Shaw read his own obituary and Ernest Hemingway was killed in print twice before he died. The Guardian also paid last respects to the writer Ngaio Marsh before she was quite ready to accept them.

This worksheet may suit any news item/article used in the classroom.

- Write the name of the TV programme.

- What are the various events that are covered in this news report?
- What background material (visual texts, graphics, statistics, charts, etc.) is used to support the linguistic information (reports, interviews)?
- Is the background material sufficient for the understanding of the events?
- Write down key words that will help you reconstruct the story presented in the news item.
- How would you describe the tone of the documentary? Does it change throughout the story? If so, why do you think so?
- Provide another headline for your own written version of the piece of news.

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23. Innovative Methods of Teaching English Language to the Students Using Teaching Aids

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"INNOVATION -A TOOL OF ENRICHMENT"

English, the official language of the entire world is a very tricky language to teach. English is a very old language and has undergone many forms of changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than the previous. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language.

In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabet and the words and the rules. But then teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language.

Although there is no way other than the traditional one to teach the basics of the language these methods must be tweaked a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results that innovative methods. This has already been proven by methods implemented like use of stories, poems, movies, books and newspapers etc. These methods help the students learn the language better without them actually realizing and also it keeps their interest. This paper will provide a few of such methods to teach English Language.

Teaching Aids

Teaching aids reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning. When these materials are used in an interrelated way, they make learning permanent. They provide for a great variety of methods. They bring the outside world into the classroom and make us teach efficiently. In order to derive the advantages of using teaching aids, a teacher needs the knowledge of different types of teaching aids

available, their place in the teaching-learning process and the methods of their evaluation. Teaching aids supplement the efforts of the teacher and they do not supplant him. The aids alone cannot accomplish the task of education and the teacher always remains the main pivot of all teaching. While using teaching aids, the teacher should be clear about the objects of instruction and thus make the right use of the right material at the right place and at the right time.

Advantages of Using Teaching Aids

* Adds interest, involvement and brings the world into the classroom

* Makes learning permanent

* Develops greater understanding

* Stimulates self-activity

* Fosters continuity of thought

* Makes teaching effective

* Helps in overcoming language barriers and

* Provides a great variety of methods.

The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented.

So here are some innovative ideas that will help teachers reinvent their teaching methods and make their classes interesting.

1. Creative Teaching

Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time tested method to identify young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore

2. Audio & Video Tools

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain

mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures. There are a lot of smart apps for preschoolers that you can utilize to create awesome slideshows or presentations.

3. "Real-World" Learning

Link your lessons to real world learning. Infusing real world experiences into your instructions will make teaching moments fresh and enrich classroom learning. Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved. You can make use of smart apps for pre-schoolers to make these sessions all the more interesting

4. Brainstorm

Make time for brainstorming sessions into your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming

5. Classes outside the Classroom

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster. Role playing is most effective for students of almost any age group. You just need to customize depending on the age group. You can even use this method for teaching pre-schoolers; just make sure you keep it simple enough to capture their limited attention span

6. Role Play

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role-playing approach will help the student understand how the academic material will be relevant to his everyday tasks

7. Storyboard Teaching

Rudyard Kipling rightly said "If history were taught in the form of stories, it would never be forgotten." Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization of highly-conceptual ideas. History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students. You can also encourage the use of storyboards as a form of communication and let the students tell a story in pictures using their imagination

8. Stimulating Classroom Environment

A classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better. Children, especially young ones cannot be expected to sit all day and learn. Such creative and stimulating environment will help them explore and will encourage them to learn about the subject. An environment that positively impacts the children is beneficial for the teacher as well. Schools associated with Early Years Foundation Stage(EYFS) will vouch for the fact that the learning environment has a prime role in learning and development

9. Welcome New Ideas

An open- minded attitude can help you innovating new teaching methods. Though open-minded, sometimes most of us show reluctance to new ideas. If you're a teacher never do this, always try to accept new ideas even if it looks like strange at the beginning.

10. Think About A New Hobby

Sometimes, hectic workload may affect your engagement in teaching. If it happens to you, it's natural. You can take a break for couple of hours and engage in some other activity that you're interested in. This will rejuvenate you and you can return to your work with more passion and interest.

11. Work Together As a Team

As everyone knows, the end result of collaborative efforts is always immense. Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods; you can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods.

12. Puzzles and Games

Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

Adopting all innovative methods of teaching will enhance the learning ability of the students in acquiring the knowledge in different fields. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

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24. ENGLISH LANGUAGE LEARNING IN CHILDREN THROUGH CHILDREN'S PROGRAMMES IN TELEVISION

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Children learn easily and effortlessly, without formal teaching in classrooms. Language acquisition takes place automatically whether their parents help them or not. Parents play a crucial role in language acquisition of their children.

Children learn to speak only through interaction. If a child is used to hear only to TV and Radio may never speak at all. Children, who are not spoken to can never learn a language. This is facilitated to them by parents, teachers and sometimes caretakers. Even before a child goes to school, it can learn a few sounds, repeat them as they learn to listen to their parents speak to them. The reciprocation that the child makes is through effortless listening. A child is capable of learning two or more languages easily as long as interaction happens more frequently in those languages.

All children who grow up in normal household situations are surrounded by 'baby talk' by the adults. A special method which the adults use to talk to children with simple sentence structures, mono-syllabic words, with high intonation and stress in order that the child may grasp is called 'baby talk'. It has been proved that baby talk has pioneered the language development in an infant or a toddler.

A baby takes at least one year to utter one meaningful word, because, a child does not learn to speak at any single point of time. The process of learning takes place in the child's brain even when it starts to listen to various distinct sounds around it and it grasps a single sound which is familiar to it by its oft listening to it. Acquisition of language takes place in a child at different stages of its growth. In an English speaking environment or when the mother tongue of the child is English, the learning of English takes place automatically. But for a child which grows up in a Multi-lingual atmosphere like India, the English learning process is further more interesting and easier. According to a study made by British Council, the proficiency and poise in Indian languages strongly influences the learning ability of children to read and learn English faster.

This research paper proposes to discuss at length about the contributions made by a selective range of Television programmes meant for children in facilitating English learning capability in children.

Watching Television is not always good for children, is a general statement. But, watching television can be made productive for kids and early learners by selecting programmes that emphasize early learning skills. Children may not learn to read just by

watching a TV show, but certain shows tend to be both entertaining and educational. Television is one of the important means for learning English language, to improve word power and to improve the overall English skills. When the programmes are appropriate for the young audiences, Television can be used as a best way for moderation. It is to be accepted that not all TV shows are appropriate for young children. The parents have to be given essential guidance about choosing appropriate programmes for their children.

Television watching in children can be made an active experience rather than a passive one. This can be done by repeating words or phrases heard during a show, encouraging the child to sing and dance along with characters, or talking to him about what he sees and hears.

There are a few television programmes that are focusses on English language Skills. To list:

Peppa Pig

Dora the Explorer

Word World

Sesame Street

Peppa Pig is a children's television programme broadcasting on Nickelodeon, Discovery Kids etc. The show revolves around Peppa, a female pig. The regular episodes show everyday activities such as attending playgroup, going swimming, visiting their grandparents, cousins, going to the playground or riding their bikes. *It has been found in a research that reasonable exposure to educational television programmes can boost children's receptive language (comprehension), expressive language (talking), letter sound knowledge and interest in learning. In particular, when children view educational programmes with parents and care takers can promote vocabulary acquisition and narrative development, an essential pre literacy skill*. **Peppa Pig's short structured stories, simple vocabulary and high quality content make it a great choice for pre-schoolers.**

Peppa Pig contributes important English language skills which will be discussed in this paper. Rich Vocabulary: Peppa Pig episodes make use of common vocabulary that are used by toddlers and pre-schoolers. Children have to listen and hear a word many times before they utter it on their own. For school children, vocabulary reinforcement takes place by repeating key words e.g look DUCKS, Peppa's feeding the DUCKS. The DUCKS are eating bread. For older children, model and explain new language e.g 'It's Talent Day at Playgroup, A talent is something you are really good at, Peppa's talent is jumping in muddy puddles'.

Narrative Skills: Narrative skills are essential for conversation and are closely linked to literacy development. The ability to recall brief stories has been found to predict later reading achievement. To develop a pre-schooler's story telling skill, comments from the parents like "I wonder what will next" and "I wonder why he did that" may be used while watching an episode of Peppa Pig. After an episode a pre-schooler can talk about Who, Where and What happened. For older children, additional questions such as When (Time expression) and more complex questions, 'why', 'what if' and discuss what happened 'First, Next and Last' may be used. Emotions and Feelings: Feelings vocabulary is linked to the development of empathy required for sharing and friendship skills. Recent studies have shown that children whose parents encouraged them to name and explain emotions had children who helped and shared with other children.

When watching Peppa Pig, commenting regularly on the feelings of the characters in the programme such as Happy, Sad and Angry, children tend to learn emotions. By continuously talking about the qualities of each emotion the character is feeling that way e.g 'Look they are happy, they are smiling/laughing' 'Oh no, George is Sad, he's crying'. For older children, more complex emotions such as embarrassment and jealousy may be discussed.

Repeating the same episode over and over again can be irritating for parents, but it is fantastic process for child's language development. Children learn vocabulary through familiarity and repetition.

Dora The Explorer is a pioneer show in all children Television channels is dominating in realm of interactive cartoons for pre-schoolers, *Dora the Explorer* characters enlist the help of viewing kids, as Dora and her friends complete educational adventures.

Kids learn about colours, numbers, shapes and more as they help Dora solve riddles and puzzles along her way. Dora, a seven-year-old Latina heroine, also throws in Spanish words, and kids are asked to repeat them or sing along with songs incorporating the words. The educational intent of *Dora the Explorer* is to teach children how to observe situations and problem solve as they explore with Dora. Children learn basic Spanish words and phrases. They also learn math skills, music, and physical coordination. The children are asked to actively participate in the exploration through physical movement and verbally respond to questions asked during the show. The show also helps children learn about asking for help, stopping to think, and using what they know to solve problems.

The series is used to help preschool-aged students learn story knowledge and implicit narrative skills. Story knowledge refers to the students' understanding of how stories flow and how the different

parts of a story relate to each other. Implicit narrative skills include making predictions, identifying possible themes, and contemplating how characters feel during the story. Children will be able generalize these skills and apply them outside of television programmes as was shown by their ability to sequence pictures and use them to create a story, and the ability to answer comprehension questions about picture books that were read to them.

WordWorld, a children series in children television channels like Pogo, Cartoon Network is grounded in scientifically based reading research and incorporates the recommendations of many researchers. Wordworld is the first preschool series where words are truly the stars of the show! Young children are introduced to a colourful, vibrant world of words with the lovable, legible WordFriends -- animals whose bodies are made up of the letters that spell the word they are. Sheep is painfully shy but loves to pretend. Frog is the cautious brainiac and word "expert." Duck is still learning his letters -- and social skills -- and often needs Frog to help him out of trouble.

WordWorld immerses children in a language-rich environment. Literacy experts and advisors in the fields of child development, psychology and education are an integral part of the WordWorld team and review content throughout the development process. WordWorld is also continually informed by formative research with preschool children, teachers and parents.

Print Awareness: The understanding of the characteristics of print—what it looks like, how it is organized and how it works. Through regular exposure to WordWorld, children will develop an emerging sensitivity to and recognition of Words, both spoken and written, carry meaningful messages. Print has multiple functions, that is, that print is used in a variety of different contexts such as: playing games, making product labels, getting directions, making lists for shopping, making notes for remembering information

Phonological Sensitivity and Letter Knowledge: The ability to recognize, identify and manipulate the sequence of sounds represented in words. Through regular exposure to WordWorld, children will develop an increasingly clear understanding that letters represent sounds, sounds make up words, and words stand for real things in the world. A growing awareness of letters and the sounds they represent, an emerging sensitivity to recognize rhyming words, the visual and auditory segments in words etc.

Comprehension: The process of making sense of spoken and written language.Through regular exposure to WordWorld, children will develop an increasingly clear understanding of the vocabulary, grammatical structures, thinking strategies and concept/content knowledge

that will contribute to comprehension. WordWorld aims to help children demonstrate increasing awareness and/or understanding of new vocabulary items such as Cause and effect relationships, identification of compound words, plurals, comparatives and superlative adjectives.

Sesame Street is state-of-the-art English Learning Programme instructing children through fun and exciting content. English and other topics are taught through interactive multimedia supported by English language teachers and experts. It focuses on teaching the children between 6 – 12 years with content based learning. It also teaches English Phonics, Basic English grammar, Reading and Writing. It aims at instructing the Kindergarten children with Alphabets, Phonics, Grammar, Reading and Writing. Parents need to know that *Sesame Street* is a classic preschool series renowned for its superb educational content, which supports early skills in literacy, math, and science and exposes kids to a variety of cultures through music, dance, and language. Over the years, the show has dealt with strong emotions -- missing a friend, suffering from low self-esteem, and being worried about a new sibling's arrival -- but the messages are always positive and self-affirming and investigation, as well as to know about the daily themes such as amphibians, pairs, and bedtime.

The best part about watching Children TV shows in English is that **they learn real life English**–the English that we speak daily. So leaning English *language that we actually speak,* not overly formal textbook English that has been probably learned in school. One good idea is to watch children's shows is that it is useful in learning common language phrases and slang. This is a great chance to spend some quality time with your children and learn something valuable at the same time.

It's often said that children are like sponges. They learn more quickly and efficiently than adults, soaking in new words and vocabulary relatively easily—especially if it's coming from the TV. It has been debated and proved by many researchers that TV shows for children are actually a great way to engage young learners while improving their English listening, vocabulary and comprehension all at the same time. Movies and TV programs can captivate the short attention spans of children, allowing them to take in every word or action of the characters. They're certainly a tried-and-true method for adding colour to what can sometimes be pretty grey subject matter.

Television being the forerunner of the present towering inventions and electronic gadgets has been directly and indirectly played the role of a facilitator at home to teach our toddlers and pre-schoolers to learn a language which is alien to them. They not only teach them language but end up by driving home the nuances of pronunciation, the skills to imbibe the language etc. Television like any other gadget has its own disadvantages. Though many Paediatricians have advocated and

propagated that Television watching is a bane to children, training them properly to choose, discern and evaluate the worth of watching a programme which is appropriate for them, proves good to them in the way of language learning.

25. Reconsidering Teaching English through English: Exploring Content and Language Integrated Learning (CLIL) in the Tertiary ESL Classroom

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Introduction

As teachers of language and in the general sense of the term, we would all agree that any innovation in the classroom attracts and involves varying levels of resistance, criticism and self- doubt because innovations and implementation are complex processes by themselves. The paper proposes the validity of Content and Language Integrated Learning (CLIL) as a meaningful pedagogical practice with reference to language teaching and learning. However, before we appreciate the complete implications of this methodology, it is key to know and understand the why and how of it in the Indian context.

Understanding CLIL

Content and Language Integrated Learning as a concept has had its emergence during the 1990s. Since then, different aspects of CLIL – both at the conceptual and pragmatic level have been studied in diverse contexts including teaching language using CLIL, teacher education, research studies, assessment and evaluation of practice, etc. The often quoted definition "Content and Language Integrated Learning is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle 18) clearly explains the essence of it. Wiwczaroski, et al perceived CLIL as a generic term referring to the teaching of a subject through a foreign language (Wiwczaroski, Zita &Ildikó, 2010). In a similar vein, many researchers and practitioners have identified commonalities among Content based instruction, bilingual education and immersion language learning. Interestingly, these also happen to be some of the terms used interchangeably with CLIL, but CLIL differs from them in several significant aspects. The Pedagogical 4C framework, Viz Content, Cognition, Communication and Culture forms the foundational framework which makes CLIL operational.

From the definitions discussed above, it is obvious that in the teaching-learning process there is focus not only on the content or not only on the language. The two aspects are interwoven, with emphasis increased on the either, depending on the context. For example, in a language-learning classroom, the scales would be tilted towards language practice. Thus, CLIL is neither a specialized language education nor subject education but an innovative fusion of the both. By exploring its core principles that permeate different applications, one can perceive how it is similar to and different from a range of other educational practices.

Coyle et al have also drawn parallels between CLIL and the studies related to the environment. A synergetic perspective following the issues of climate change and the public consciousness paved way for the birth of a whole range of interdisciplinary studies which emerged as an integrated subject which is taught all over the world today. A similar situation is traced with reference to CLIL and language awareness. Globalization has necessitated the need to unify and create a common platform for language and communication in which English occupies a privileged position. Consequently, CLIL can play a role in generating and providing a pragmatic response towards overcoming linguistic shortcomings.

CLIL and Contemporary Language Education

The importance of authenticity and relevance has been proven over and again in language educational practices and CLIL as a methodology pivots this feature central to language teaching. When 'authentic' texts are used and the content is directly relevant to the learners, the predominant reason for these texts being used is language teaching. And following adequate teaching, when the learning is measured by tests which assess the learner often according to grammatical correctness, then the real focus shifts to language itself. As a result of this practice, the learner is exposed to two complementary experiences, one of which involves primarily language learning and the other, language acquisition. Thus the language classroom becomes a workshop for understanding the nuts and bolts of the language – the grammar, the vocabulary and so on.
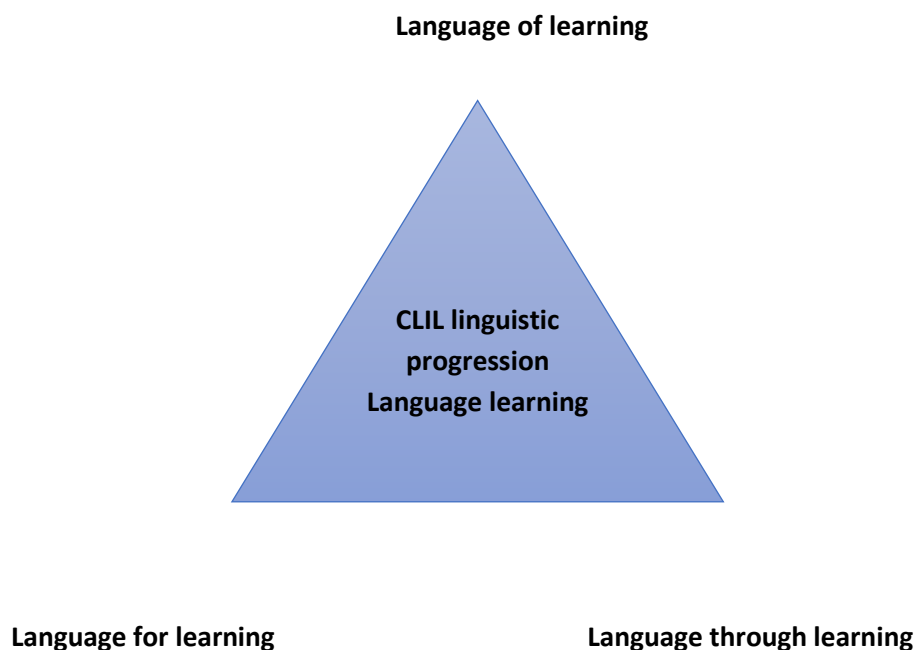
CLIL at the Tertiary Level of English Language Teaching

English, having emerged as a global lingua franca has a significant impact on higher education all over the world. English has become the most dominant adopted vehicular language in Europe (Watcher and Maiworm, 2008) and the same holds true to Asian countries. The shift towards adoption of English as a vehicular language at the tertiary level leads to a natural necessity of integrating an approach that combines both content and language learning. In such contexts, CLIL can be a potential professional development catalyst promoting interactional skills. In the Indian classrooms where the core subjects and the languages are clearly demarcated, language learning is viewed as an auxiliary skill rather than being a core competency of the academic life. And yet the rising importance of a global language such as English is constantly emphasized as a passport to professional entry. Savignon (2004) highlights the principles of communicative language learning which is more relevant compared to grammar translation, audio lingual or the other schools of language teaching. It is also directly relevant to CLIL since language learning is conceptualized within authentic contexts for use. The principles are listed below:

- Language is a tool for communication.
- Diversity is recognized and accepted as part of language development.
- Learner competence is relative in terms of genre, style and correctness.
- Culture is instrumental.
- The goal is language using as well as language learning.

An alternate approach for using language to learn

According to Friere, 'without dialogue there is no communication and without communication there can be no true education' (1972: 81). This substantiates the idea that the interaction between learners and teacher is at the core of all learning. The dialogic form of pedagogy is much encouraged thereby making articulation a crucial skill. The vehicular language in the CLIL setting becomes the language of communication too in the Indian context. Thus, the target language is conceptualized as the language of learning, language through learning and the language for learning.

Language of learning

CLIL linguistic
progression
Language learning

Language for learning   **Language through learning**

The 4Cs Framework of CLIL

In the process of mapping content and language, CLIL as a methodology has identified four elements that form its founding pillars. They are communication, content, cognition and culture. These four elements are however embedded in the larger framework of appropriate context. The content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills. Content is also related to learning and thinking – cognition. In order to enable the learner to create their own interpretation of content, it must be cognitively analysed for its linguistic components and demands. Interaction or communication is fundamental in the learning context. Similarly, the relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL.

CLIL in the Classroom

According to Wolff (2007, 15) "classroom content is not so much taken from everyday life or the general content of the target language culture but rather from content subjects, from academic/scientific disciplines or from other professions." In the Indian context, language teachers at the tertiary level help students at the undergraduate level and facilitate language learning in addition to their core subjects which are also taught in the same language. The context here pertains to students of engineering, arts and science colleges. At the tertiary level, students focus on a specific domain within their larger educational choices. The sample lesson plan designed here is aimed at students who study Computer Science engineering as their core subject. Certain language skills are considered for teaching using the specific content drawn from Computer Science.

Type of Class: First Year Computer Science Engineering Students at Anna University **Topic:** Innovative Technologies	**Level:** Upper-Intermediate	**Time period:** 90 minutes

Lesson Objective: By the end of the lesson learners will be able to listen for innovative ideas. Based on the listening they will try to come up with similar innovative technologies that help differently abled persons. Learners will also present it to the class and respond to questions. (Rationale – Many students present projects on innovative ideas as a regular feature of their academics and otherwise)

Target Vocabulary: Assistive technologies, innovate, inventions, challenge, feasible solution.

Review discourse markers for presentation

Stage	Activity	Resources
BEYOND • Prepare and motivate class for the activity • Instructions and/or examples to your learners to explain what they are supposed to do.	1. Do the activity 1 on the appendix. **There are 8 statements to which students agree/disagree worked out in pairs for 2 minutes and the answers are discussed** as a class. This kind of pair activity can motivate the learners and their participation will be meaningful once the purpose is established. 2. Once the purpose and motivation is created, the teacher moves on to activity 2 which focuses on the structure of the presentation (greeting, introduction, main points, ending). A handout of activity 2 is circulated asking the learners to **rearrange the statements into a correct order**. Students can activate the prior schema from the listening activity where they saw how a model is introduced – i.e., basically how a presentation is done. The jumbled statements can also be torn into strips for the group activity. It also helps them practice the target language and vocabulary. 3. A jigsaw video activity can be done, where the presentation video (https://www.youtube.com/watch?v=g_3iLapiTCw till 8.20min) is divided into 4 parts and is viewed in jumbled order, learners **note the correct order of the video**. While discussing answers, teachers can make them notice the signaling or linking words/phrases in the discourse markers sheet. 4. Following this, the teacher groups learners for preparing the presentation. The presentation can actually happen on the next day. The assignment form can be circulated with roles for students as managers, reporters, designers, presenters and supervisors**. The criteria given in the evaluation forms is also discussed** so that the students know how they will be assessed. 5. When the students make the presentation in groups, evaluation forms for the students and the teacher as	Text/Listening Passage: Visuals: LCD Projector 1.Appendix 1 2.Appendix 2 Listening: Video 1 and 2 Technology: CD, Speakers, Projector, Laptop

• During the activity (e.g. monitor them, listen in, sit at the front, correct them, etc.)	given in the appendix is used. The teacher monitors the presentations, makes notes in the forms and observes other groups checking if they are listening and filling in their forms.
	6. The final phase of the activity would be self-assessment and self-reflection. The teacher and student evaluation sheets can be handed over to the respective groups. This creates opportunities to identify and discuss the strengths and weaknesses of their presentation and reflect on it. The feedback received can be used to avoid similar errors in future. While the groups do this, the teacher moves from one group to other offering advice and one-to-one feedback.
• Wrap up	

Appendix

Activity 1 – Motivating the learners for the presentation activity

Discuss with your friend and write Agree or Disagree next to the statements given.

1. Presentations are opportunities to exhibit your speaking skills.

2. Presentations are difficult to learn and master.

3. Presentations involve all four skills LSRW and help develop our language skills.

4. Presentations are rarely part of the interview process.

5. The success of securing funding for a research project depends on the presentation too.

6. Presenting your ideas before an audience boosts our confidence and self-esteem.

7. Presenting your idea well is a key skill both in personal and professional lives.

8. Presentations are great opportunities to work in teams and learn from each other.

Activity 2 – Demonstrating an understanding of the organization of a presentation and target language

Rearrange the following statements to form a coherent presentation. Identify and group statements under the heads of Greeting, Introduction, Main points and Conclusion.

1. By taking these steps the library will be better able to respond quickly to more specialized requests for accommodation.

2. I'm here today to share with you information and issues related to people with disabilities, electronic resources, and libraries.

3. Secondly, we will consider the most important legislative directives on the issue and look at some statistics about people with disabilities.

4. In short, libraries must assure that people with disabilities can participate in library programs and utilize library resources as independently as possible.

5. "Person with a disability" means "any person who has a physical or mental impairment which substantially limits one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, and working; has a record of such an impairment; or is regarded as having such an impairment."

6. To begin I will share some success stories or examples of the impact that adaptive technology for computers and electronic resources has had for people with disabilities.

7. The purpose of this introduction is to help you understand why libraries need to be prepared to serve people with disabilities.

8. We will then consider the bigger picture of access to libraries and library services for people with disabilities.

9. The last segment of the presentation will include the second videotape presentation and a discussion of universal design of electronic resources applied to the development of World Wide Web pages.

10. Now that we discussed the definition of disability according to the ADA, let's consider some statistics to gain a better understanding of this service population.

Oral Presentation

Students are grouped into five or six members and assigned roles. They discuss and fill in the assignment forms.

Assignment Form

Group   Number:_____Presentation   Date:_____

Topic:_____

Summary   of   Content:

Resources:__

Group   Coordinator:_____

Group   Members:

Name   Role   Assignment

1_____

2_____

3_____

4_____

5_____

Evaluation

Student Evaluation Form

Topic_____

What did you like best about this presentation?

_____

What are some ways to improve this presentation?

_____

Did you learn anything new? What skills or advice could you use in the future?

_____

Teacher Evaluation Form

Group Number____Date____Topic_____
Preparation
___came to the class early to set up equipment
___made sure all equipment were in working condition
___submitted assignment form
Organization
___clear introduction
___logical development
___strong conclusion
___typed and clear outline
Content
___variety of resources
___amount of research conducted
___originality
Presentation
___held audiences' attention
___spoke with note cards
___eye contact
___time control
___volume of voice
___effectiveness of visual aids
Oral skills
___adapted the information for the audience (communicative English)
___clarity & fluency
___provided discussion questions or class activities
___involved the audience
Overall Group Rating_____
Teacher comments_____

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26. English Language Teaching as a Foreign Language and a Second Language in Global Perspective

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Introduction

Language is commonly meant for communication purpose. It is very essential to learn a language to get educated. All subjects and education needs a medium to learn. It is a language. Today every state, country worldwide has a native language of their own, which is called the first language and mother-tongue. But at the same time it is essential to learn a second and foreign language in order to communicate Interstate level and International level to all over the world.

International language

English has become the language of communication. It is the International language, global language, library language, net language, etc. Computer and all modern technologies are based on the English language. Now the question is how to teach the language to the children and students. It is a medium to be chosen as well as compulsory single subject to all the students.

Medium of language

When the medium of the learner differs, it becomes difficult for a learner to acquire the English language. It becomes the responsibility of the teacher of English to make the language familiar with the students. So English language teaching is a significant topic throughout the world.

Methods and approaches in ELT

The teacher uses various methods and approaches to teach the language. Methods like Grammar-translation method, direct method, etc and approaches like Inductive and Deductive approaches are used in India. English is taught as a second language and as a foreign language. Teaching English as a second language (TESL) refers to teaching English to students whose first language or mother-tongue is not English, commonly offered in a region where English is not the dominant language and natural English language immersion situations are apt to be less.

TEFL

TEFL stands for 'Teaching English as a Foreign Language'. The close kin of TEFL is TESOL, which means 'Teaching English to Speakers of Other Languages'. TEFL and TESOL are synonymous

terms. It is an international program of training for teachers where the teachers are given inputs on the latest advancements and advents in the field of teaching English. TEFL course creates lifelong opportunities and is highly recommended for anyone looking to teach English abroad. It is ideal for teachers who are already in this profession and also for teachers who are willing to explore a wide range of teaching jobs spread across the globe and they can easily do the online/distance TEFL course from the luxury of their homes.

TESOL

Teaching English as a Foreign Language (TEFL) is considered to be more accessible to teachers with less experience. These teaching jobs are also more prone to exploitation with few companies helping to fight against systemic abuses. The teaching profession has historically used different names for these two teaching situations; however, the more generic term teaching English to speakers of other languages (TESOL) is increasingly used to describe the profession. Both native speakers and non-native speakers successfully train to be English language teachers. In order to teach English as a Second Language to English Language Learners (ELL), one must pass a written and oral test in English to demonstrate proficiency.

Global standard

The use of these various terms has led to confusion about the training options for both prospective students and for employers. Because there is no global standard for the training of English language teacher, it is important to look beyond the actual acronym/title to the components of the training program.

English language in various places`

In California, teachers may become certified as *California Teachers of English Learners* (CTEL). Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English. Other acronyms for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English to Speakers of Other Languages), and ESL (English as a second language, a term typically used in English-speaking countries, and more often referring to the learning than the teaching)

Teaching Techniques

There are many teaching techniques like reading, communicative language teaching, blended learning, online classroom, qualifications for TEFL teachers, pay and conditions worldwide, TEFL region and country locations, Europe, Australia, Asia, Cambodia, China, Hong-kong, Japan, Laos, Middle East and North Africa, Mongolia, South Korea, Taiwan, Thailand, Americans, CostaRica, Africa, India, etc.

Reading

TEFL that uses literature aimed at children and teenagers is rising in recognition. Youth-oriented literature offers simpler material ("simplified readers" are produced by major publishers), and often provides a more conversational style than literature for adults. Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other word play. One method for using these books is the multiple-pass technique. The instructor reads the book, pausing often to explain certain words and concepts. On the second pass, the instructor reads the book completely through without stopping. Textbooks contain a variety of literature like poetry, stories, essays, plays etc. through which certain linguistic items are taught.

Reading aloud

Reading aloud to students who are learning English as a foreign language is a highly effective strategy to assist them in learning the basic rules and understandings of the process of reading. When teachers read aloud to their students, they simply model fluency and comprehension, while also adding visual support, periodic paraphrasing, and extension. When choosing an appropriate text for the student, both the vocabulary and concepts of the text that may be new to the student need to be considered. To make sure they get definite understanding of the text, engaging the students during reading will assist them with making connections between what is being read and the new vocabulary.

Communicative language Teaching

(CLT) emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Japan, Taiwan, and Europe. In India CBSE (Central Board of Secondary Education) has adopted this approach in its affiliated schools.

CLT

The task-based language learning approach to CLT has gained ground in recent years. Proponents believe CLT is important for developing and improving speaking, writing, listening, and reading skills, and that it prevents students' merely listening passively to the teacher without interaction. Dogme is a similar communicative approach that encourages teaching without published textbooks, instead focusing on conversational communication among the learners and the teacher.

Blended learning

Blended learning is a combination of face-to-face teaching and online interactions (also known as computer-assisted language learning), achieved through a virtual learning environment (VLE).

VLEs have been a major growth point in the English Language Teaching (ELT) industry over the last five years. There are two types:

- Externally hosted platforms that a school or institution exports content to (e.g., the proprietary Web Course Tools, or the open source Moodle)
- Content-supplied, course-managed learning platforms (e.g. the *Macmillan English Campus*)

The former provides pre-designed structures and tools, while the latter supports course-building by the language school—teachers can blend existing courses with games, activities, listening exercises, and grammar reference units contained online. This supports classroom, self-study or remote practice (for example in an internet café). Kendriya Vidyalaya Sangathan in India has launched a web portal ECTLT where learners can learn English and other subject online and interact with their own teachers of KVS across the country.

Online classroom

Advances in technology have made it possible to get a TEFL qualification online. Students can enroll in online classes that are accredited by organizations such as the British Council or Cambridge ESOL. It should be noted that there is no single overarching accreditation body for TEFL however private for profit tefl companies have been known to invent accreditation affiliates and use them to cheat the customer. Study materials are divided into modules. Students take one or multiple tests per study module. Support is handled by tutors, who can be reached via email. After successfully finishing the last module, the

student is granted a certificate. It comes in digital form or can be shipped to the student's address. Getting such a certificate can be beneficial in many ways. The student can get a bigger paycheck or teach English in foreign countries.

Qualifications for TEFL teachers

Qualification requirements vary considerably from country to country and among employers within the same country. In many institutions it is possible to teach without a degree or teaching certificate. Some institutions will consider it necessary to be a native speaker with an MA TESOL. A university degree in English language and literature can also be of value, as indeed can any specialist degree. Other institutions consider a proof of English proficiency, a University degree and a basic teaching qualification to be more than sufficient. However, the level of academic qualification need not be the most important qualification, as many schools will be more interested in your interpersonal skills. For trainers wishing to enter the academic field, publications can be as important as qualifications, especially if they relate to English use in your field. Where there is a high demand for teachers and no statutory requirements, employers may accept otherwise unqualified candidates. Each country is different, and acceptance depends on demand for English teachers and the teacher's previous teaching and life experiences.

Internet-based TEFL

Internet-based TEFL courses are generally accepted worldwide, and particularly in Asia, where the largest job markets exist in China, Korea, Taiwan and Japan. For China the minimum TEFL requirement is 120 hours. In Asia there has also been a tendency to hire TEFL teachers on superficial criteria, such as race (with Caucasians preferred) on the assumption that an English teacher, or native English speaker should be 'white', this is proven especially true in Thailand, a big employer of TEFL teachers, with adverts frequently calling explicitly for native-English speakers. Partly this is driven by commercial expectations in the private sector, where parents feel that paying extra fees for TEFL teacher should warrant an American or British TEFL teacher, the schools will not risk losing students over this.

Requirements

Age/gender requirements might also be stumbled upon. In some countries outside Europe and America, for example the Middle East, schools might hire men over women or vice versa. And they might hire only teachers in a certain age range; usually between 20 and 40 years of age. Anyone under 19 may be able to teach TEFL, but usually only in a volunteer situation, such as a refugee camp.

Conclusion

Teaching English as a second language (TESL) refers to teaching English to students whose first language is not English, and there English is the dominant language, where English becomes essential to learn. In contrast, teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English, usually in a region where English is not the dominant language and natural English language immersion situations are apt to be few. TEFL teaching is considered to be more accessible to teachers with less experience. These teaching jobs are also more prone to exploitation with few companies helping to fight against systemic abuses.

Native and non-native

The teaching profession has historically used different names for these two teaching situations; however, the more generic term teaching English to speakers of other languages (TESOL) is increasingly used to describe the profession. Both native speakers and non-native speakers successfully train to be English language teachers. In order to teach English as a Second Language to English Language Learners, or ELL's, one must pass a written and oral test in English to demonstrate proficiency.

ELT is a second or foreign language

English language teaching generally happens considering English as a new, alien language in most of the parts of the country. This difficulty can be overcome by teaching English as a second language and not as a foreign language. When teacher teaches English as a second language the teaching-learning process is effective, whereas when the teacher teaches English as a foreign language, then the teaching-learning process is not effective or fruitful. Hence it is desirable to teach and learn English language considering it as a second language.

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27. Lexical Competence in the Present-day Educational Scenario

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"A language is something infinitely greater than grammar and philogy. It is the poetic testament of the genius of a race and a culture, and a living embodiment of the thoughts and fancies that have moulded them." - Jawaharlal Nehru.

It is a fact universally acknowledged that language is a part and parcel of culture. The language teachers need to wake up to the fact that there is a marked relationship between language and culture. The meanings expressed in a language are said to be culturally determined. Learning is an incessant process. Learning a second language is a valuable asset for the learners. There are ever so many reasonable reasons to learn a second language. In the present global scenario, knowledge of second language is mandatory. The advantage of learning a second language is twofold. It facilitates our deep-seated understanding of first language. It gives a snapshot of other cultures. Without understanding culture, one cannot afford to know the values of language. Learning is said to be the perennial process in the accumulation of knowledge. It is an incessant journey in the pursuit of knowledge. Language is one of the finest methods of communication. While it is a fact that mother tongue is the first language, second language patently refers to any language learned in addition to a person's first language. Man alone uses language for communication. It is the precious gift of man. Man is entirely different from other animals because of his ability to use language. Animals adopt various methods to communicate among themselves. Unless we equip ourselves with good communication skill, we feel like fish out of water. For that, the knowledge of vocabulary is of paramount importance. It is lamented that the speakers of English in the non-native nations fail to use the appropriate words/phrases which leads to catastrophe.

In the words of Dwight Bolinger, "Language is species-specific. It is a uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another."

In the galaxy of languages in the world, English deserves to be labeled as a global language. English is a global language which has steadfastly acquired a perennial influence in the world. In India, it is taught as a second language. Henceforth, it is hardly difficult for a student to delve deep enough into the target language. In the present global scenario, a host of changes has taken place in the realm of education. That change unequivocally poses a lot of problem in teaching-learning environment. By the same token, students by and large downplay the importance of learning language on account of material comforts. On the one hand, they fail to evince a modicum amount of interest in honing up their linguistic intelligence. On the other hand, they categorically rule out the possibility of finding adequate words to convey their message in their professions. Besides

technical knowledge, the knowledge of English is of paramount importance for students. It is indeed an added advantage for them to showcase his hidden talent in any field.

It is patently obvious that vocabulary is of paramount importance in the accumulation of knowledge. Without the power of vocabulary, we cannot afford to command respect. It unequivocally speaks volume of one's character. In the present scenario, students blatantly downplay the importance of enriching their vocabulary. In hindsight, they fail to fall into any profession precisely because they lack English knowledge. It does not matter whether you are technically sound or not. The fact of the matter is you need to be equipped with good communication skills. There are ever so many ways in which one can hone up his/her vocabulary to improve upon the quality of our life. English is a language which has gradually attained an unparallel position in the new millennium.

While it is a fact that language gives communication skills, literature gives life skills. In the absence of English, we cannot easily lead a meaningful life because it has become an international language. It is contestable that we can enrich and enlighten our vocabulary by reading newspaper. While reading newspaper, it is mandatory that we need to jot down main points. After jotting down important points, we need to know when to use without any inhibition. By reading any work of art, we can easily hone up our skills. We have to wake up the fact that we cannot learn any language within thirty days. One should not go in for cheap market notes which eventually spoil our language skills. By the same token, watching writers' interviews through internet, we will be able to expand our horizon without seeking others help. Supposing, we spotlight a writer's interview through YouTube, we will certainly shape and sharpen our vocabulary skill. It goes without saying that English language connects the people globally. Knowledge of English is inevitable. Unless we equip with god communication skill, we feel like fish out of water. For that, vocabulary is of paramount importance. It augurs well for our future. To facilitate vocabulary, vast intensive reading is important.

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28. ENGLISH AS A GLOBAL LANGUAGE

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English is now a global lingua franca but was first a West Germanic Language spoken in medieval England. Currently, English is the first language for the majority of the people in several countries. There are about 375 million English as first language speakers and 750 million English as second language speakers. English is an official or special status in 70 countries.

In this modern age when electronic media has widely spread all over the world, it is necessary to have the knowledge of this language because it is the medium of communication and a person, lacking the knowledge of this language can't get awareness of the universal knowledge.

English has developed over the course of more than 1400 years. Early modern English began in the introduction of the printing press to London. Through the worldwide influence of the British Empire, Modern English spread around the world from the seventeenth to mid twentieth centuries.

The vocabulary of English is vast, and counting exactly howmany words English has is impossible .In our country English is important for a number of reasons. India is a land of diversity. Different people speak different languages .A person of Tamil Nadu does not speak Hindi. So he can't understand Hindi of a person from North India. However he can understand in English.

So English is a link language. Different people can communicate with one another with the help of English. Secondly, all advanced knowledge in science,technology and medicine is available in English. English is an international language. English is the language of the Constitution, the Supreme Court, the High Courts and official departments. English is now firmly rooted in the soil of India. It has become a part of Indian life. Thus English has great importance for the integrity of India. It has to be second language in our country.

The importance of English in education and student's life cannot be denied. English remains a major medium of instruction in schools. There are large number of books that are written in English language. If English is abolished today, it will affect the education system in India. So, unless and until the people translate these books into various regional languages, it will affect education. But this work is very hard and time-consuming indeed.

Students who want to go abroad for education will have learn to English well. If their command over English is poor, then they may face difficulty in adjusting with the alien environment. Communication of India with other countries takes place in English language. For a developing country like India, it is essential to be in constant intercourse with other countries.

English is an important language for inter-state communications. Modern India has many large States. People of each State converse in their own language and often cannot speak or understand the regional language of other people. In such cases, English becomes the link between these people. So, here too the people cannot deny the importance of English in modern India. There are some absolute advantages of regional languages over English no doubt, but in spite of that there is the need and importance English language in our life

English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language. A famous Indian movie maker Shekhar Kapoor's film "Elizabeth" has got several nominations for Oscar Awards. It does not require any further argument to establish the advantage English language has brought to us at the international level.

English language comes to our aid in our commercial transactions throughout the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication.

In India, people going from North to South for education or business mostly communicate in English, which has become a link language. Keeping this in mind, the Parliament has also recognized English as an official language in addition to Hindi. All the facts of history and developments in present day India underline the continued importance of learning English in addition to vernaculars.

Some of the states of India are witnessing popular increase in public demand for teaching of English language from the primary classes. Realizing the importance, recently, the Minister of Indian Railways, Laloo Prasad Yadav, demands teaching of English language in schools. The great demand for admission in English medium schools throughout the country is a testimony to the attraction of English to the people of India. Many of the leaders, who denounce English, send their own children to English medium schools. Many of the schools in the country have English as the sole or additional medium of instruction.

A language attracts people because of the wealth of literature and knowledge enshrined in it. English poses no danger to Indian languages. The Indian languages are vibrant and are developing by the contributions of great minds using them as their vehicle of expression. English is available to us as a historical heritage in addition to our own language. The best use of English to develop ourselves culturally and materially so that the people can compete with the best in the world of mind and matter. English language is our window to the world.

English language is one tool to establish our viewpoint. The people can learn from others experience. The researcher can check the theories of foreigners against our experience. The people can make use of English to promote our worldview and spiritual heritage throughout the globe. Swami Vivekananda established the greatness of Indian view of religion at the world conference of religions in Chicago in 1893. He addressed the gathering in impressive English. Many spiritual gurus have since converted thousands of English people to our spirituality by expressing their thought and ideas in masterful English. English has thus become an effective means of promoting Indian view of life, and strengthening our cultural identity in the world.

English language comes to our aid in our commercial transactions throughout the globe. A language attracts people because of the wealth of literature and knowledge enshrined in it. English language is one tool to establish our viewpoint The English Language society will keep the hard work up and plan the similar programmes next few years to benefit all the students. Moreover, English can indeed be regarded as a global language,.it cannot be

considered as superior to other languages. In fact, every single language has its special characteristics and ways of expression. English has simply developed to be an easy way of communication between various nations.

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29. SIGNIFICANCE OF SOFT SKILLS

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In this era of Globalization, we communicate with the whole world: with the people of different nationalities, different backgrounds and different experiences. The greatest need of the hour is that we must learn to work together as a team. To enter into these organizations require a high level of proficiency in spoken English, skills of inter – personal communication such as skills of negotiations, group discussions and effective meeting skills. Besides we must have qualities of leadership of taking up challenges and responsibilities to transform a failure into a success. In the parlance of communication skill theory, these skills are called Soft Skills. People who master soft skills become leaders of their group in business, government and society. They grasp and hold a vision and work hard towards their goal which requires most extraordinary will power and highly persuasive soft skills.

Soft Skills is a word which appears to be very simple but has a huge impact on one's success or failure. People misinterpret soft skills for communication skills. It is assumed that if one's communication skills are good, he is fit for the job. But Soft Skills are more than that. These are people skills. Soft skills are personal attributes that enhance a person's job performance, interactions and career prospects. Soft skills are important for everybody to learn, for both their personal and professional life. They refer to a set of attributes that every working person needs to help develop their career. They are different from 'hard skills', which refer to trade skills and subject matter expertise-like programming, accounting, financial analysis, or chemical engineering - any specific knowledge or skill you would need to perform your job. Soft skills include leadership, interpersonal skills, critical thinking, problem solving, and many more. They play a huge role in your career development, so it is important to learn and progress in as many as possible.

"If you want a job, have technical skills. If you want a career, have people skills."

This paper emphasizes more on the graduates because it has been observed that during their course of studies, more emphasis is given on developing the hard skills in them. Their curriculum is specifically designed to make them technically very sound but they lack in soft skills. This lack of soft skills learning reflects when they face interviews, presentations and public speaking occasions. They seem to be technically competent but in their jobs, they are expected to work with the company's external partners, external customers and internal customers (i.e. employees in other divisions or in other departments). Rather than performing a specific function, they are more likely to work on a series of projects either in a team environment or individually, in which they will use a variety of skills. For these reasons, today's employers are looking for employees with "soft skills" as well as "hard" technical

knowledge. They need a variety of soft skills in communication, negotiation, and team building to effectively manage technological change and corporate stress resulting from downsizing and rapid growth.

Importance of Soft Skills

In the present scenario, the industry demands have changed. Most of the companies prefer to hire people with a combination of soft skills and hard skills. Communication skills are the first and foremost of the soft skills because until and unless a person is able to put forth his ideas and explain

his thoughts to others in a confident manner, he will not be heard. With Communication comes listening. Active listening is also an essential trait of a successful manager. One can reciprocate to others' thoughts or ideas only when he or she listens effectively. One can become an excellent manager without becoming a good leader, but one cannot be an excellent leader without becoming a good manager. Be it any job, one needs to manage his work properly. Soft skills combine many management skills in it. The most crucial resource that one employs in any job or work is the human resource. Soft skills teach many management skills also which a person needs to incorporate while working to step up the corporate ladder.

One of these is the critical thinking and problem solving skill. This is the ability to identify and analyze problems and find solutions. Team work results in working and interacting better in a team. It also helps in maintaining better relationships with people and minimizing conflicts. Time Management, Stress Management and Anger Management complement each other. Time Management helps in bringing efficiency in work, better outputs and proper prioritization of work. This reduces the stress level and pressure under which people work. Consequently the emotional outburst of venting out anger on others due to work pressure also reduces.

Leadership Skills help the individual to understand and take turns as a leader and follower alternatively while working on projects. There are many other skills like Decision Making, Motivation, Perception Building, Goal setting which help individuals not only to become enhanced in their professional lives but in their personal lives as well. The combination of soft skills and hard skills make the individuals balanced in their career prospects. Knowledge of the technical field as well as skills to interact with customers and clients efficiently gives a competitive advantage with others in the job market. Many companies are also taking the initiative to give soft skills training to their employees but the cost involved and the stability of the employee afterwards is a major concern for these companies. Communication Skills are a major point where many applicants find difficulty when they face an interview. Better communication and interpersonal skills bring confidence in the individuals.

Soft Skills are very crucial for success in the present scenario. A great responsibility lies on the shoulders of the faculty and academicians providing education. It is recommended that students should be provided soft skills training right from the beginning of their courses in the post graduation. Soft Skills should be incorporated in their syllabus each semester and this should be further taken up for external evaluation. It is observed that internal evaluation of a subject creates a perception in the minds of the students that the subject is less important or does not carry much weight age. They take fewer efforts for learning such subjects as compared to those subjects which have an external evaluation.

The first step in improving soft skills of students is to raise their awareness about the importance of soft skills and the consequences of shortcomings in this regard. Students should be encouraged to enhance their soft skills by applying the methods like reading dedicated books, attending courses, and joining clubs or societies to broaden their horizon, like debating societies, Toast Masters who are practicing Rhetoric, or scientific societies who offer presentations and discussions. On lower levels a course that requires students to do a bit of research and to present their results to the class afterwards has been proven as being quite effective. On graduate level a course on management skills, including e.g. some communication skills together with the management of time, conflict, cultural issues, and of major importance, oneself, has in practice been well received by students. Furthermore, other lecturers might be ignorant of the importance of soft skills and hence, do not support dedicated courses in this regard. A very elegant way of offering soft

skills training to students is to embed it into the teaching of hard skills. This approach to practicing soft skills requires some re-thinking and re-planning of existing hard skill courses.

Soft skills should be made a mandatory subject in every stream of education. Right from the beginning, if the students are taught soft skills, then it will generate a better understanding of the concepts in their mind. Research proves that lack of soft skills affect the employability of the students in the job market. Students need to be groomed well from the beginning of their courses so that their understanding is better. Educational bodies like the UGC and AICTE need to play a very important role in implementing soft skills as a part of the curriculum in colleges and universities. It must be made a mandatory subject and must be externally evaluated. The syllabus must also be updated from time to time based on the need of the industry.

This paper brings to light the importance of soft skills for professional and personal development. In today's world, more and more people are becoming aware of the indispensable nature of soft skills. Students need soft skills specifically as after they complete their courses, they have knowledge of hard skills but lack in soft skills. These are the "Life Skills" which shape up an individual's personality. Possessing soft skills with hard skills gives a competitive advantage to students when applying for jobs.

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30. Influence and Impact of English Language on the Indigenous People in Louise Erdrich's novels

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Colonialism brings drastic changes in the Political, Economic and Social Conditions of the colonized countries. The European groups include the Dutch, the English and the Spanish almost annihilated the culture and language(s) of Native Americans. Some Historians observes that the most destruction is caused by the Spanish and the English who dominates the North America in the early 1800s. The English have dominated North America since 1848 with the Treaty of Guadalupe Hidalgo which ceded most of the used be Mexico to the United States.

Native Americans referred to as American Indian, or red Indians are the aborigines of America whose residence there predates modern history. They constitute diversified tribes and ethnic groups such as Navajo, Cherokee, Kiowa, Chippewa, Apache, Black feet etc. There are about 566 Native American tribes legally recognized by the Bureau of Indian Affairs (BIA) of the United States. Native Americans, with interchangeable characteristics, form a main tribe or nation. Native Americans who lived historically as hunter-gatherers preserved their histories by oral traditions and artwork. The Whites arrived there with a 'civilizing mission' which Rudyard Kipling describes as 'White Man's burden'. The years between 1790 and 1920 witnessed massive transformation or assimilation which whites practised on Red Indian. The land of the natives was seized both by force and through treaties and pacts that forced them to live in Reservation under repressive bureaucracy of the Americans, where they were not allowed to carry out the traditional modes of economic, social and religious activities.

Reservation is that area of land which is managed by Native American tribes and comes under the Interior Bureau of Indian Affairs. Many battles ensued between the Natives and the successive governments of America like Sand Creek Massacre (1864), the Battle of One Hundred Slain (1866) and Wounded Knee Creek Massacre (1869), and the list goes on. The introduction of Indian Boarding Schools in Reservations proved to be a strong ideological tool of the federal government that helped in quick cultural and religious assimilation, something David Adams calls as "education for extinction". The native children, in these schools, were subjected to the European way of life by forceful speaking of English, study standard subjects, attend Church and leave tribal traditions behind. Even before the arrival of the Europeans and English to America, Native Americans had developed over 1,200 languages from three hundred language groups. Unfortunately, many of these

languages are lost today due to European contact and, Native American influence on the American English language has been in the form of over 2,000 Native American words being adopted in the American English language. The literature of Native Americans is constituted of a compendium of oral and written works that convey the history, philosophy and culture. Their ancestors surpassed the skills of reading and writing with the art of storytelling. In fact, Mould (2004) believed that storytelling was a sacred and vital part of a Native American youth's education.

Today, there are over 2 million Native Americans who live in 558 reservations recognised by the United States government or in major cities throughout the United States. The majority of Native Americans live outside of the reservations and experience educational, economic, social, and political difficulties due to discrimination and racism in the United States. In spite of the difficulties they encounter today, historically Native Americans have contributed to all facets of life, including the field of education, in the United States and throughout the world. In the arena of Literature, Native American Literature is labelled as Fourth World Literature.

Native American writers manipulate the English language which ruins culture and language in the past and they employed the same to revive their ancient values. The contributions of Sherman Alexie, Leslie Marmon Silko, Janet Campbell Hall, Scott Momaday, Louise Erdrich etc. are remarkable. It is evident that the English language revitalizes the strength of Native people to voice out their experiences, to register their oral tradition, folklore and history which are accessible globally now. Even their writings are prescribed in both Schools and University students to teach about History, Multiculturalism, cultural identity, Myth, folklore and Story Telling.

Louise Erdrich is a reputed Native American author, often celebrated as a most significant writer of the second wave of the Native American Renaissance. She grows up in North Dakota and is a member of Turtle Mountain Band of Ojibwe. She is the author of fourteen novels, including the National Book Critics Circle Award - winning Love Medicine and awarded the Library of Congress Prize for American Fiction 2015 for The Round House. The works of Louise Erdrich such as Love Medicine, Tracks, Red Convertible, a the collection of Short Stories and Poems are prescribed in College levels. Often her novels are being criticized as the mere collections of Short Stories together.

Language teachers have added responsibility that apart from makes the students master over the foreign tongue and they should teach moral too. Teachers should make all ethnic and cultural groups of students in the classroom be actively take part in the session and activities. To promote equity, teachers should help the students to explore their cultural differences. Multicultural literature becomes an integral part of the curriculum and teachers act as models and guides,

classrooms can become arenas for open exchange. Literature and the ensuing discussion permit students to read, think, and become actively engaged with the texts. Erdrich's Tracks provides the conflict between two cultural groups, White stereotypical attitudes about Indians. The author's narrative technique of giving alternate chapters to her characters Nanapush and Pauline in order to provide readers with different points of view of the same situations.

Teaching Proficiency through Reading and Storytelling (TPRS) is a more effective in enhancing the participants' speaking skills. It provides students with an inordinate amount of Contextualised Comprehensible Input (CCI) through auditory and written materials. TPRS facilitates a natural order of language acquisition. This technique helps the native learners to speaking skills in foreign language i.e. English and it guarantees enough exposure to language through interesting and engaging stories. In addition, it provides a relaxed learning environment and learners become more confident to express themselves spontaneously and creatively. Since the novels of Erdrich and techniques, she adopted it helps the students learn things at their own pace. Storytelling facilitates the teachers to clarify the ideas and doubts in the discussion or else in the storytelling session. Here, the teacher may not be the storyteller; the teacher should insist the students to narrate the already learnt content in the form of story.

Thus, the writings of English in Native American writers like Louise Erdrich has entirely change the notion of English language among the native people and explain their experiences in a globally accessible language. She restores their traditional form of storytelling strategy in the English language, which helps the people lives another part to know. The writing of Erdrich in English highly recommended to Native American students to have better understanding about their tradition and helps the mainstream students to acknowledge.

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31. Language Acquisition through Literature

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Language is a Bundle of structures

-Bloomfield

Literature and Language are closely related. Literature presupposes language. Without Language it is inconceivable to discuss Literature. The relationship between Language and literature is Symbiotic. In order to enhance effective teaching, the relationship should be explained. But in schools Literature and Language are treated separated. Literature classroom is different from that of English language. The English wanted to introduce English Language as the main medium of India. Lord Macaulay was sent by the company for this purpose. He saw the vernacular language Sanskrit and Persian being taught in Indian schools. He wrote Minutes of Indian Education in 1835.Lord Bentick urged him to reform secondary education. He knew that the Indian Native did not have the knowledge of Sanskrit or Persian. In 1857, the universities of Calcutta, Bombay and Madras were found.

After Independence CIEFL now EFLU that is Central Institute of English and Foreign Languages were started. In 1957, All India Council for Secondary Education conducted National Conference. The first Indian experiment in ELT as an alternative to the structural approach was conducted. It is called Communicative Teaching Project. Nearly 500 students learnt English as an Second Language. The classes were handled by the experts and assessed by the British experts. Some ELT methods are Grammar Translation method, Direct method, Audio Lingual method, Structural approach, Communicative approach.

1. Grammar Translation method: This is the old method first used for teaching Greek and Latin.This method was popularized by Meidinger, ollendarf, Karl Plotz. In this method Grammar rules are important. Oral skills are absent and Reading and writing skills are paid more attention. It is also called Traditional method.
2. Direct Method: This method is successful in France and Germany. It is called Phonetic method. Students were encouraged to discover grammar rules.
3. Audio-Lingual method: ALM originated in America from the Army Method.
4. Structural Approach: The theories of Bloomfield and skinner are used. This method uses four skills that is Listening ,Speaking ,Reading and Writing.
5. Communicative Approach: This approach is derived from Chomsky, Savignon, Hymes and Prabhu. This method aims at communicative skills.

Language acquisition is an instinct process which can take place at any period of one's life. It is very rapid and helps to acquire ones Native language and also to learn the second language successfully later on in life. This remarkable language is a symbolic means of communication that makes every individual to convey their thoughts and feelings to others. Language acquisition is the process which human acquire the capacity to perceive and comprehend language as well as to produce and use words and sentences to communicate. The main concern of English teachers should be to help learners acquire communicative competence, as it is more than acquiring mastery of structure and form. It also involves acquiring the ability to interpret discourse in its entire social and cultural context.

It is unbeatable that the use of literature in the EFL classroom can provide a powerful pedagogic tool in learner's linguistic development or linguistic accuracy. It is also apparent that EFL speakers still have difficulties in comprehending the nuances, creativity and versatility which characterize even standard and transaction forms of English. It mainly concerns about the language and its importance and some techniques through which language can be taught. This paper tries to touch the benefits of the inclusion of literature or literary texts in EFL curriculum at all the stages of language learning in general and at the primary stage in particulars.

The difference between literary and non- literary discourses suggested through the classification. The historical divergence between language and literature is referred by short as a dispute between literary critics and linguistics. The separation of Literature from Language is False because Literature is language and language can indeed be literary. Advertisement and headlines are common in discourses which exports literary language. Some stylistics device like Imagery, Alliteration, register, ellipses, rhythm are associated with Literature than with standard transactional languages.

According to Widdowson the procedures which are used to interpret literary discourse are essentially the same to interpret some models like, The cultural model, Language model and Personal and growth model.

1. The Cultural Model: It is a Traditional approach requires the learners to interpret and explore the literary and historical context. It encourages the learners to understand different cultures.
2. Language Model: This model was referred by Carter and Long. To exemplify specific Linguistic features like direct and indirect speech, the learners access a text in a systematic way. In this approach Summary, jumbled sentences, exercises, role play are used.
3. The personal Growth: It focus on particular use of language in a text. Learners used to explore their views for to explore personal opinions, feelings and know the different between their personal and cultural ideas. Secondly the text is used as a structural analysis and grammatical and next for the personal growth of activities. Linguistically the text is used in a wide range. Language learner can

derive educational curriculum from literature. The main concern of the teacher not to teach about language but to develop learner's abilities for using the language with communicative purpose.

Literature is necessary for languages learning. As W .R. Lee says Literature is rooted so far as the lively and meaningful oral drill in spoken and acted dialogues in simple dramatization of stories indeed in those very procedures, which makes for successful and interested learning of the language. For the responses to texts both Language and literature teaching involves the development of a feeling. Literature plays a vital role in developing language learning abilities by training learners to include meaning through different language. Language learning is effective to inspires to response and reinforce messages. It offers a wide range of language structures which can enhance our understanding of the range of language usages

Besides, the study of literature particularly enhances the development of extensive reading skills. Research findings are overwhelmingly in support of the fact that there is correlation between extensive reading and language acquisition, especially effective writing in a second language. Guth and Schuster agree with the proponents of the reading-writing relationship theory by insisting that" The good writer is a good reader".

The Literature and the English Language teachers should be made to have a common goal of promoting efficiency in the use of English in their professional assignment. In order to achieve this goal, their professional training should be designed in such a way that they would be competent in both literature and English language. So that the teacher of literature should possess all the basic skills necessary for teaching language.

Literature place vital role in developing language learning abilities by training learners to infer meaning through different language. Literary discourse offers learners perspective, which inspires learners to think and use language in a sensible and effective way. Language is power and power cannot be asserted and impressed if it is not effectual. Language learning is effective when it inspires to develop responses. Thus, the learner's ability to learn and use language for the expression and response of thoughts and ideas. For language learning literary work becomes a vehicle for language.

This paper attempts to establish the fact that there is a symbiotic relationship between literature and language. Literature should be used with the students because it is a motivating stimulus for language acquisition and students enjoy it. It provides motivating materials for language teaching. Literary texts will expose students to use the appropriate language according to the situation and condition. Language is something that has to be caught and not taught. It will become a enriching experience for the students.

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SELECTED ABSTRACT BY THE PEER REVIEW COMMITTEE

1. Horse for the Course: Need for Friendly Texts

Dr.T.Alagarasan , *Associate Professor, PG & Research Department of English, Government Arts College (A), Salem - 7*

It is estimated that around 400 million people use English as a second Language (L2) in countries like India, Pakistan, Singapore, Malaysia, etc. English Literature was introduced for the study of literature and culture but the colonial texts are alien to us. The texts with an imperialistic tone have an adverse impact on the Indian students. Since they feel a slavish mind set towards the texts, they cannot be friendly with the texts. The concept, the content, the lexicon, the syntax are unfamiliar and the characters are unfriendly to Indian students. Only those who have excessive aesthetic sensibility and positive frame of mind could manage to acquaint with the texts and acquire the required skills of language. The students never feel at home with English even after their graduation. All MNCs look for competence in communication skills and every day use of English. English for professional purposes, for social roles and interacting in social contexts is considered essential. The role of today's teacher is multidimensional. The teachers have a greater role in preparing the text to suit the students' caliber and taste. There is a paradigm shift among the academicians and administrators in India towards English language teaching and learning. Teachers have the opportunities to co teach, team-teach, and collaborate with other teachers from other disciplines. The texts should be decolonized and they should be chosen from the cultural backdrop of the learners. If this initiative is taken, a desired outcome can be realized.

2. Engineering English Language Learning Skill through Escalating Reading Habit

Dr. V. Anbarasi, Associate Professor & Head, Department of English, Government Arts College (A), Salem-636007

This paper attempts to highlight the significance, inevitability and importance of the basic component of language namely reading in the acquisition and enhancement of communication skill. Reading is the first and basic skill to be acquired by a second language learner especially to improve his both speaking and writing skills. Speech being the vital need for any cultured being to prove him to be so, through cultivating regular reading habit, the practitioner can acquire and improvise the necessary sub-skills namely decoding, fluency, vocabulary, and comprehension. Mastery of decoding comprises understanding print concepts, phonemic awareness and phonics. Research shows that children who develop phonemic awareness and letter-sound knowledge early on are more likely to be strong, successful readers.

The Reading Skills Pyramid visually depicts the patterns of concept acquisition that children follow in becoming successful readers. The five key areas in learning to read are phonemic awareness, phonics, comprehension, vocabulary, and fluency.

3. Learner Centred Techniques in Teaching English.

K.Anbazhagan, *Associate Professor of English, PG & Research Department of English, Government Arts College (A), Salem-7. &*

Dr.V.Anbarasi, *Head & Associate Professor, of English, PG & Research Department of English, Government Arts College (A), Salem-7.*

Teaching and Learning process are reoriented to make it a more meaningful and sustained process. The real life learning seems playful, recursive, non-linear, self directed and meaningful from the learner's perspective. The learner centred approach concentrates primarily on individual learners –their background, aptitude, ability, culture and their needs. This active learning assigns the learner a pivotal role in the learning process. Besides the basic LSRW skills, it demands note- making, analytical skill, responding to the topic, meaningful discussion and so on. Learners should be actively involved in the activities and they are engaged in higher order thinking task. It involves learners in doing things and thinking about what they are doing .This paper discusses the probabilities of active learning with the help of modern technology to overcome the challenges in the learning process at all levels.

4. Example is better than Precept

Dr.D.Balasubramaniam, *Asst. Professor of English, PG & Research Department of English, Government Arts College (A), Salem-7.*

The paper aims to focus on the importance of native pronunciation and the ways to acquire that. Teaching English to Indian students is highly challenging. To gain accuracy and to make the students learn the correct spelling and pronunciation of certain English words is a Herculean task. Since there is no one - to - one correspondence between its spelling and pronunciation, many students tend to mispronounce most of the English words. It is a well -known fact that George Bernard Shaw tried to reform the spelling system of English. In order to demonstrate the idiosyncrasies of English, Bernard Shaw claimed that the word "FISH" could be spelled "GHOTI".

gh = /f/ as in 'enou<u>gh</u>'

o = /i/ as in 'w<u>o</u>men'

ti = /sh/ as in 'na<u>ti</u>on'

The following list of words could make the students think twice before attempting to pronounce them aloud: Bourgeois, Cenci, Crèche, Cronje, Don Quixote, Lieutenant, Midas, Rendezvous, Sheer and so on. The list may be too long and it may vary from person to person. So it is absolutely vital that a teacher of English has to gain accuracy and serve as a worthy model for the students to imitate.

The paper also offers viable solutions to the problems stated. A non native English teacher can very easily obtain mastery over the sounds by listening to the various software and even speaking dictionary which will enable him to be accurate in his/her expressions.

Key words: Herculean task, Precept, mispronounce, idiosyncrasies, sheer, accuracy.

5. *LISTENING AND SPEAKING SKILLS*

S.Esther Juliet Sujatha, Assistant professor English, Sri Sarada College for Women (Autonomous), Salem -16.

The rapid spread of industrial development, science and technology, and the close interdependence of nations have made English as a universal language. In India English continues to be the medium of instruction in colleges and universities and as the language of administration. Simply completing a degree course will not help a learner to achieve success in life. A learner should possess an adequate command of English. Listening, Speaking, Reading and Writing (LSRW) are the four important basic skills for acquiring a good command over a language. Listening and Speaking come before Reading and Writing.

Listening and Speaking play a vital role in the acquisition of the other two skills. Listening can be described as a skill that involves receiving, interpreting and responding to the message sent by the communicator. Listening is not only passive but also an active skill because it involves decoding a message and understanding it. Listening skill can be developed through methodical teaching. Oral communication is the most widely used form of communication. While listening is concerned with the reception of sounds, speaking is concerned with the production of sounds. Both are interdependent and interlinked. Through listening and speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language. Students who have a good speaking skill have an academic advantage. To speak fluently and confidently in all the situations is the important goal of education.

6.   MILESTONES IN ENGLISH LANGUAGE TEACHING

Dr.T.Gangadharan, *Associate Professor of English, Government Arts College (A), Salem-7*

Histories boast of victories of the winners and their exploits. One such a deserving prize of the winner in the conquest of Indian subcontinent is, undoubtedly, English language. English arrived not as a bane, but as a boon of the British conquerors. It initiated its functions in India in the early years of the British East India Company. It replaced the native taught languages of the eighteenth century, namely, Sanskrit and Persian. It naturally suffered from the setbacks in the process of being accepted as a medium of communication among the natives. The missionaries took it as the medium of instruction. Macaulay's famous Minute on Indian Education in 1835 turned a new leaf in the history of English language in India. The establishment of Indian universities in Bombay, Calcutta and Madras in 1857 quickened the development of English in India.

After the independence of India, English grew in momentum as the medium of instruction in schools and colleges. However, it still is an enigma to millions of students all over the country. The Government of India brought in radical changes in the development of curriculum design of English language. The ELT movement in India can be analysed in three stages: Traditional Movement, Structural Movement and Communicative Movement. The Traditional Movement had inculcated the Direct Method of learning English through English only. It encouraged the learners to prohibit the use of learner's mother tongue. It was in existence till1940s. It was replaced by the Structural Method in 1970s. It was inspired by the principles based on the theories of Bloomfield and Skinner. This method views language as a system of structures and it views language as a chain of structures. It encouraged the Audio-lingual Method. In spite of introduction of some changes by the experts, this method was branched off into approaches such as Contextually Aided Structural Approach, Energised Structural Approach, the Structural-Oral-Situational Reading Approach and so on. Later it was replaced by the Communicative Approaches in 1960s. It emphasised the importance of four skills of LSRW. Learner's mother tongue is used when necessary in order to encourage them. Grammar is not taught directly, but learners are encouraged to learn the rules. Task based communicative skills are encouraged for the real classroom. After 1970s, the social, political and technological changes brought in some changes in ELT. It brought in the basic contrast between EFL and ESL. In the recent trends, the learners are encouraged to carry out the communicative tasks. The teacher minismises his role and acts as a good counselor in classroom activities.

The establishment of CIEFL in Hyderabad, the regional institutes of English, namely, RIESI in Bangalore and RIENI in Chandigarh revolutionized the introduction of radical and communicative syllabus for the uses of English Language Teaching in India.

7. The Positive Secrets of Personality Development

Dr. D. Ghayathry, *Assistant Professor of English,Sri Sarada College for Women (Autonomous),Salem-16.*

Personality development is defined as the relatively enduring patterns of thoughts, feelings and behaviours that distinguish individuals from one another. Personality development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

The whole process of this development takes place over a period of time. Even though there are many crash courses in personality development that are made available to people of all age groups, implementing this to their routine and bringing about a positive change in oneself takes a considerable amount of time. It is not necessary to join a personality development course; one can take a few tips and develop his or her own aura or charm.

A person's personality is defined by their characteristic, behaviors, thoughts and feelings. These aspects start developing during childhood, and are strengthened and moulded as the person grows into adulthood. Think positive, smile, follow table manners and dining etiquettes,time management basics, time management tools,prepare a chart that mentions our strength and weaknesses, practice meditation and yoga, be creative and do something new all the time. If robust thoughts of faith, hope and optimism are sent out, positive thoughts will come surging back. Helping to learn these amazing principles for achieving powerful personality is the focus of this paper.

8. IMPACT OF SOCIAL MEDIA ON ENGLISH LANGUAGE LEARNING

K.Gomathi, Assistant Professor of English,Government Arts College, Salem-7.

This paper explores the Impact of Social Media on English Language Learning. English is a Universal language. It has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. The traditional method depends on lecturing and rote learning reduces English language learning to mechanical memorization and miserably fails in developing language competency among the students. These stereotyped methods and teaching materials makes the learning a monotonous activity and creates distaste among the students. Therefore innovative materials and techniques of teaching have been strongly suggested.

The use of novel teaching techniques helps the students to learn faster and be an efficient, interesting and interactive in manner. The use of authentic teaching materials available around and the material that is connected to the experimental and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner friendly.

Social Media techniques are Facebook, Twitter, Youtube, Blogs, Skype, Viber, Wechat, Weibo, Whats App, Wikia, and Pinterest etc. In America, a survey reported that 84 % of adolescents in America have a facebook account. Its advantages are world wide connectivity, commonality of Interest, Real-Time information sharing, Targeted advertising and increased News cycle speed etc. The disadvantages are like Backlash, Cyber bulling and Crimes against children etc. In evaluating the advantages and disadvantages the best is to err on the side of caution and protect your privacy.

Key words- Social Network, Advantages, Disadvantages and Evaluation.

9. READING ALOUD IS AS IMPORTANT AS SILENT READING.

T.Govindarajan, *Assistant Professor of English, Government Arts College(A), Salem 636007*

An individual to be able to use English for communication should have mastered the language skills. Therefore the main objective of teaching English should be to enable the pupils to master the language skills. This reading ability has the greatest cultural value by giving access to literature. It also has great practical value and enables the reader to keep abreast of developments in his field. It is a great source of pleasure and recreation.

To-day we all realize that reading is not merely a mechanical art. It is a physical, intellectual and emotional affair. To read correctly, one has to see, say, hear, remember and associate idea. The student sees the letters and spells out the word aloud or to himself. In pronouncing he hears his own voice pronouncing them. With the help of his memory and association of ideas he finds out the meaning.

In other words, to read correctly, the reader has to know what a word or a sentence looks like, whatit sounds like and what it stands for. It is thus an association of the written word with the spoken sound; and the association of the sound with its meaning.

10.TECHNOLOGY SUPPORTED LANGUAGE TEACHING

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A language classroom can be made more attractive and interactive by using the latest technologies. Young web generation people live their lives through technology. Our challenge is to use these latest technologies that they use in their day to day life into the language learning classroom. This allows learners to foster the four skills such as communication, creativity, collaboration and critical thinking. Publishing students' multimedia outcomes on a blog or wiki gives them a real audience for their work, facilitates peer assessment through commenting and encourages them to raise their standards as a result. Virtual learning environments also offer students distance learning opportunities wherever and whenever they want. This paper examines the effectiveness of the simultaneous use of three different online writing activities e forums, blogs, and wikis in English language education. This study also tries to examine the phenomenon of blogging as a technologically enhanced support to develop interaction and interrelatedness among the language learners.

Keywords: Language Teaching, Technology, Online writing, Blogging

11. NOVELTY IN TEACHING READING SKILL

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Dr. V. Anbarasi, Head and Associate Professor, PG & Research Department of English, Government Arts College (A), Salem-7

The paper aims to investigate new way of teaching reading among the SLL. This paper tries for the significant role of the facilitator in creating interest among the SLL in reading and introducing variety in reading. The pivotal role of teaching reading is stressed as this will only help the learner to aim for accuracy, correct pronunciation, fluency, understanding, reading for pleasure, gaining ideas, build a habit of reading, to increase the eye-span and soon. This study emphasis on teaching the skill of reading among the learners of English by launching Dr.West's 3Ss which insists on Sight, Sound and Sense.Introducing the types of reading that include reading aloud, silent reading, skimming, scanning, intensive reading and extensive reading. The paper also explains the role of instructs and leaner in the process of reading. The prominence of recent trends in methods of teaching reading are listed below and explained in the paper. The Alphabetic Method, The Phonetic method, The Word Method, The Phrase Method and The Sentence Method. The paper concludes suggesting the strategies which are necessary for the learners to become a proficient reader.

Key Words: Teaching Reading Skill, Role of Facilitator, 3Ss, Types of Reading and Methods of Teaching Reading.

12. IMPORTANCE OF ENGLISH LANGUAGE

K.Kavitha, *Guest lecturer, PG& Research Dept. Of English, Govt. Arts College(A), Salem -7.*

English Plays an Important role in our everyday life. There is great utility of English in Morden world. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help to communicate with people from countries all over the world, not just English-speaking ones.

The communication of India with other countries takes place in English language. For a developing country like India, It is essential to be in constant intercourse with other countries. In this land of innumerable regional languages in different states, English serves as a link – language in the country.

English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. At the University level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. Students who want to go abroad for education will have to learn English well. If their command in English is poor, then they may face difficulty in adjusting with the alien environment. English language is widely used in official communications. The abolition of English will adversely affect the office work. Most Office- goers know English, but many of them do not know other languages besides their mother tongue or regional language. Thus, they communicate with each other in English for their everyday work. So, if the office- goers are asked to bid goodbye to the English language they will face a great difficulty.

13. Activity Based Methods for Improving Oral English Competence and Performance of Under Graduates

Mr. J. Navaneetha Krishnan, *Assistant Professor of Education (Mathematics), Government College of Education, Kumarapalayam.*
Dr. R. Geetha, *Assistant Professor, PG & Research Department of English, Thiruvalluvar Government Arts College, Rasipuram.*

**"Communication is a skill that you can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life."
– Brian Tracy.**

In today's competitive and technological world, graduate students need to develop effective skills in English language in order to communicate ideas and concepts successfully. Spoken English is a complex and it should not be taken for granted because we make use of it every day, many times unconsciously. It is more than an instrument that communicates thoughts and ideas into words. Speaking is an interactive process of production of information. Speaking is used in many ways, for many reasons, serves various purposes and different environments such as formal and informal situation. For this reason, effective speaking or fluency takes time and practice is needed. This is an even harder task when the spoken language is not our native language. The process of learning to speak a second language is quite different from learning a first language. It involves the knowledge and competence of many aspects in the targeted language.

14. HYBRID WORDS, THE SPICE THAT FLAVOURS MANJU KAPUR'S NOVELS

K.Niranjana, *Asst. Professor of English, PG and Research Dept. of English,Government Arts College.(A), Salem-7*

Manju kapur is an elegant writer who narrates her story with ease and elegance naturally. she is compared with Jane Austin for her narrative and thematic delivery of novels .The reason for her natural course of writing is her elaborate use of native words along with English words, she never explains those words and the reader quite seem to understand those native words . By repetitive usage the words becomes a quite understandable word just like English, atleast until the novel is over or until meeting a native person who uses the language. She specifically uses words like bhai, behan ,parrata,dhagi ,shaan,etc .which transmits an intimate affinity by the reader for the characters .the perplexity of an anonymous word is long gone due to this strongly established affinity the reader establishes with the character if not a north – Indian. The hybridism of manju kapur's language actually elevates the style with all the elaborate punch of hindi words. Mother – tongue is the only medium where a person can express freely and intensively .Because of this usage

the reader is able to look at the person more intricatel .Hence hybrid language pours more colour and spice to the bland themes of Indian cultures thus making her novels curious and interesting.

Keywords: mother-tongue, spontaneous expression, blending of new words, curious and interesting.

15. TECH SAVVY MODE OF TEACHING AND LEARNING ENGLISH LANGUAGE

P. Nithya Kalyani, Assistant Professor of English, Government Arts College (A), Salem -636007.

This paper throws light on various methods of tech savvy way of teaching and learning English language. As it is the era of smart phones and computers, and AS it is this technology that plays a vital role in scientific discoveries, medical science, space innovasions, business relations, entertainment, movies, music and in almost every aspect of our life, it also has a equal and pivotal part in the field of education.

In a recent study, nearly 90% of students have some kind of access to computers or smart phones in schools, colleges, universities and at home. Hence, it is not surprising to notice the evolution of classrooms and the methods of teaching is gradually gravitating into the direction of technology. Now a days, integrated classroom systems have become so popular in teaching languages. Learning Management Systems, Blended Learning, and Virtual Classrooms are few examples of the new teaching and learning methodologies of this modern era.

Technological advancements have made everything a little easier and better for the citizens of modern age. Thus, educational sector is no exceptional, as it is not only benefitial in language learning and development; but also from making language learning courses available to the whole world to bridging the gap in teacher-student language communication, we should be thankful to the new technologies and new innovative methods of teaching WHICH will lead to a new learning process for all.

16. ROLE OF A LANGUAGE TEACHER

J.Partheban, *Assistant Professor of English, PG and Research Department of English, Government Arts College (A), Salem-7*

An effective contribution of a teacher can only enrich language learning process. The teacher's role in language teaching has been misunderstood with technology supported classroom becoming the rule of present scenario. Learner's learning will not be completed without a teacher's skill, knowledge, methods and approaches. Only a teacher can facilitate the learner and play various roles such as Learner himself, Assessor, Manager and Evaluator. A teacher decides which methodology is most suitable and determines what standards are suitable to deliver. The aim of this study is to assess the importance of the language

17. English Language Acquisition through Movies

Dr.C.Preetha, Assistant Professor of English, Sri Sarada College for Women, Salem-16

English is a language that has earned many epithets in contemporary times. It is considered the basis of global communication, and has rendered itself indispensable for every individual, culture and society. No longer a language of the elite, English still held the key to power and prestige. It opens new windows and vistas of opportunities for speakers. With so much importance attached to the language, it is natural that it has acquired significant position in the educational arena. Even though many works of English literature can be used as good material for English education, many English learners tend to dismiss works of English literature as boring and not useful for the enhancement of their English proficiency, needless to mention the worldwide trend that students don't like to read. In this situation, therefore many teachers and Professors in English literature may need to change their attitude towards English literature and language. Despite evident advantages of using literary works as teaching sources, there are some drawbacks in using them. Movies really can help teachers overcome these drawbacks. Even though some students feel it difficult to read some passages of a novel or a drama, they manage to get through these hardships if they watched the movie based on the literary work. Young students nowadays are more affected to the multimedia and not by printed media like their elders. Movies can also provide students with the time to further their humanistic thinking and imagination like books. Young learners today are more familiar to exciting pictures on the screen than to speculations. Hence movie scripts can be good sources for teaching and learning, listening and speaking skills and for their usefulness in developing listening skill, memorizing frequented expression and strengthening students' strategic competence.

18. Blended Learning: Integration of ICT in English Language Teaching

Dr.S.Ramya Niranjani, Assistant Professor of English, Sri Sarada College for Women (Autonomous), Salem- 16

Teaching English as a second language becomes a more challenging and difficult job in the multicultural nation like India. To inculcate the twenty first century skills among the students it is necessary to use the technological devices. English language is greatly enriched and strengthened due to the application of Information and Communication Technology. ICT and ELT are interrelated terms because ICT enables the basic opportunities to understand and learn the language from its basic core along with some recent teaching aids like computers, language laboratory, Videotapes, audiotapes, animation, graphics and sounds. This would upgrade the teaching of English and give students with learning experiences in active participation in all phases of learning activities. Though the key role is always played by the teachers it is necessary to use the technical aids to hold the complete attention of the learners.

ICT helps the learner to listen individually and ultimately increases the attention span of the learner to listen and analyse the content of the lesson. It helps them to develop the listening, speaking, reading and writing (LSRW) skills. Students spend a lot more time on devices like mobile, computers, and online services like You Tube. They prepare their projects, research papers by using these tools since they are more comfortable with the digital media. Students can express ideas in exciting, powerful and in new ways. Thus, using technology in teaching language learners has various advantages that relate not only to language learning but preparing students for today's information society.

19. INFLU(TERFER)ENCE OF CULTURE IN TEACHING ENGLISH AS A SECOND LANGUAGE

Dr. K.ravichandran, Asst. Prof. of English, Govt. Arts College (A), Salem-636007

Language, in the first place, is a means of communication. We communicate our thoughts, emotions and feelings through words which are considered as language. This language can be considered as a basic form of communication. Culture is nothing but the collective characteristics of a particular group of people-say their language, religion, cuisine, social habits etc. In this sense culture finds its expression in language too. Thus in the learning of a new language, culture plays an indispensible role. A pertinent question arises now- is it necessary to learn about the English culture to acquire English as a second language? Enough research has already been done by scholars on this issue and it is a proven fact that cultural background knowledge influences language learning and teaching. The purpose of this study is to highlight the relationship between culture and language and the role it plays in teaching and learning English as a second language. With the advent of globalization, English has become the lingua franca of this 'new communication exhilaration' that serves as a bridge between persons and cultures. To understand the role played by culture in language learning and teaching, it is necessary to know the functions it may perform in the components of language learning and teaching, viz. listening, speaking, reading, learning vocabulary and translating. Language is the carrier of culture and vocabulary is the basic ingredient of language. Again, listening is closely related to the culture, politics and economy of the target language. Just like listening, the ability of speaking is also closely connected with the culture of the target language. People need to read a lot to understand the cultural background knowledge of the target language. In translation too, one should have enough knowledge of the cultural background of both the target and the source language.

Key words: language, culture, English as a foreign language (EFL), listening, speaking, reading.

20.Teaching And Facilitating Grammar Creatively: An Inventive Communicative Activity

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Language learning has been regarded as a creative activity and not a mechanical process involving memorization through repetition. Grammar is the way in which words are put together to form proper sentences. Grammar is the description of the regularities in a language. Knowledge about the regularities makes the learner in order to produce original sentences. Using grammar in real life situation sometimes fails. Traditional grammar was perspective in nature and completely ignores the creativity of language. Teachers can help students to grasp the passion for learning English. This article presents an overview of teaching grammar creatively by initiating various types of activities in the class room in order to ensure the participation of the students in the communication process.

Key Words: Language learning, Grammar, Creativity, Communication.

21. Methods of Teaching English as a Secondary Language

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In the process of language learning one has to put greater importance to the secondary language, and its acquaintance. To the concern of English language it has been spoken as both primary and secondary, throughout the world. For learning the secondary language one has to put greater effort into it. Teaching the secondary language also as equally can be compared to the tediousness of SL learning and learner. So one has to be involved and indulged in effective learning methods and teaching methods. Teaching and learning is inter-linked with the relationship of language and its abridgement in the betterment of communication by its assimilations, adaptations, grammatical appliances, lexical development and style and beauty of the language emerged at last for the effective learning and teaching as well as. Learning and teaching the secondary language is only could be done and attain the positive progress by using the creative methods and techniques into it.

22. RESOURCES IN TEACHING ENGLISH

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English is supreme in India though it is a national language. It is considered to be a language used in inter- state, state centre and communication between Governments at the highest level of states' administration especially in business, industry and banking. The Global spread of English over the last forty years is remarkable. It is unprecedented in several ways by the increasing number of users of the language, by its depth of penetration into societies and by its range of functions. This paper entitled *Resources in Teaching English* pictures the teaching aids by which English can be taught to the students. These can attract the attention of the students and promote interest in them. This paper strongly suggests that Effective learning of English depends upon effective teaching. But effective teaching in turn depends on the application of general principles and moreover teaching resources.

Key words: Language, Resources, Principles, Effective Teaching, Application

23.MODERN GADGETS FOR EFFECTIVE ENGLISH LANGUAGE TEACHING

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Technology is a great asset in the English language classrooms activities on grammar instruction, lesson plans and other central topics. Computers, tablets and e-readers are used in learning English, motivating activities for students of all ages. Effective teaching is a complex, intellectually demanding, and socially challenging task estimated in relation to own goals of teaching. It is concerned not only with success but also with appropriate values. It has been an integral part of education. The role of computers demonstrates the necessity for their use in the classroom. Most schools / colleges are becoming connected to the Internet and have computers in every classroom. Educational technology tools are available to use in the classroom and play an important role in English curriculum, integrated to foster learning and develop essential skills that can help teachers teach and students learn. It is always an exciting addition to the classroom. Students/ learners typically love working with technology. Software's /Apps are not only useful for teachers but also excellent for students to use during classroom activities.

Natural Reader is a professional/ free text-to-speech program that converts any written text into spoken words, allows listening to text instead of reading them on the screen. Natural Reader

paid versions have an additional function to convert any written text into an MP3 or WAV audio file, so one can listen to it later on iPod / similar products. Verbose is an easy and convenient text to speech converter that can read aloud or save spoken text to mp3 files. It reads any text on the computer loud and converts text to mp3 and saves to listen. It saves text documents or emails to mp3 audio files in the mobile phone / iPod. The Ginger Grammar Checker corrects a vast range of grammar mistakes based on English grammar rules are not able to identify the majority of grammar errors. The Ginger Spell Checker is a contextual spell checker which identifies the correction that best fits the meaning of the original sentence.

Google Apps is a core suite of communication and collaboration applications that allow students to work from any device on documents and projects. Google Drive is a cloud-based storage system that can be accessed from anywhere, and anything, with Internet access. Google Apps is a tremendous platform for facilitating online collaboration in your classroom, or beyond. It is freely available on the Web and other word processors, spreadsheets, and presentation programs, can use Google Docs. Fluent U**,** Google Translate, Duo lingo , Grammar Up, Speak English Like an American, English Podcasts, Speak English!, Head's Up , Fun English etc, Apps are useful to teach English in the classroom.Language skills can be teach and learn, different apps are freely available for Listening , Speaking , reading, Writing, (typing) Pronunciation, Grammar, Spelling and Memorising . Computers, mobile devices, projectors and Interactive White Boards become more common in classrooms.Teachers have greater opportunities to bring multimedia resources into the classroom. Technology is pervasive in modern culture and social interaction. To remove a cell phone/ smart phone from a person today is in many ways todisconnect from friends, social life and disrupt daily routines.

Key Words: Software, Apps, technology, computer, teaching.

24. STRATEGIC LISTENING FOR LEADERSHIP

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This paper purports to bring out the importance of listening skill in mastering communication. It also focuses on the benefits of strategic listening to attain leadership qualities. Communication is the hallmark of civilization and an indicator of distinguished language behaviour. Only a good communicator can provide right linguistic input and output for different environments. Among the four skills, listening, speaking, reading and writing, listening skill lacks attention and is often ignored by the learners but it is the primary requisite for language acquisition. When mastered, this skill complements the learner not only with good communication but with leadership qualities too. There are some strategies to enhance listening skills like top-down strategies, bottom-up strategies, meta-cognitive strategies, and listening for meaning and interpretations. These enrich the learner with the ability to comprehend what is being said in the right perception. One can adjust and enhance one's listening behaviour to deal with a variety of situations depending upon the types of input and purposes. In this manner strategic listening paves the way for leadership. In everyday communication   listening occupies 45% of time, Speaking occupies 30% of time and Reading & Writing occupy 16% of time.

The paper thus reiterates the importance of much practised, yet needed but most ignored listening skill.

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