

**IMPORTANCE OF PHONETIC SYMBOLS FOR  
INDIAN LEARNERS OF ENGLISH**

**Dr. ALKA BANSAL**  
Head, Dept. of English  
S.D. College  
Muzaffarnagar (UP)

**ABSTRACT**

*In this era of globalization and information technology communication plays a very crucial role, especially verbal communication, and English is the most widely used language in India, not to mention the world. About one-third of the world's population speaks the English language with some degree of competence and Indians form a considerable part of it. The status of English is of an international language. It is a language that connects the whole world, it's a sort of link language which erects bridges and forges connections. It is the most popular second language of the people of the world including India. The present research paper tries to give the importance of phonetics in the present days, pronunciation of Indian learners.*

**Keywords:** English language, phonetics, sounds, vowels and consonants

No other language can match the English language in popularity. English has been approved as an international language by academicians and traders also. The English language has a strong power-base and hence it is flourishing. Another reason for its eminence is that it is considerably easy to learn. English has a good standing because it has a rich vocabulary, (it has incorporated words from other languages like Latin, French, German etc.) it enables the speaker to express without any trouble. In today's world English has become a part and parcel of almost every field – communication, technology, business, science, research, medicine, entertainment etc.

In India English has the status of a second language and it is very functional because India is a multilingual country. English as a link language has gained power and popularity. Indians have understood that knowledge of the English language can pay good returns. The prospects of employment become brighter, it helps in gaining higher education, and it helps them to make galloping progress in the corporate world. Without the knowledge of the English language, one is considered 'illiterate'. English is playing a vital role in accelerating the pace of progress in India in the twenty-first century. The world is witnessing India as an upcoming powerful country striding forth on the path of development with an unstinted spirit.



The importance of spoken English cannot be underestimated. The spoken form of English is handier. If a person has effective and impressive verbal communicative skills, he is bound to get success. He can successfully convey the message to the listener and receive relevant feedback. Impressive communication is not just about making use of intricate words or terms but it involves correct language and correct pronunciation. If our pronunciation is faulty, we will not be intelligible to the other person. The other person will have difficulty in understanding what we are saying. It is noticed that our communication is hampered on account of incorrect articulation. The words and phrases must sound correct to make the communication impactful and meaningful so that our content, as well as communication, can be productive, and remarkable.

It is a well-known fact that the English language is spoken in different ways by different people. The basis for this difference is the accent which depends on the geographical area, social class, educational background, age, profession etc. The word accent should not be confused with dialect. Dialect refers to a variety of the same language which differs in pronunciation, vocabulary and grammar. Accents of a language refer to only the pronunciation difference in speaking. There is a difference in the accents of England and Britain. The accents of Britain are many like Scottish, Northern Irish, Cockney, Estuary and the accents of England are roughly divided into the Northern and the Southern. The accent spoken by the people of South-East England is considered as the Standard English by the linguists. This accent is also called ‘Queens’ English or ‘Posh’ English. This accent has been called the ‘Received Pronunciation’ by the linguists; in short, it is called ‘R.P.’. This is also the most familiar accent of the announcers and B.B.C. broadcasters. Accepting ‘R.P.’ as Standard English does not imply that other accents are substandard or less mellifluous but ‘R.P.’ has always been the choice of English language teachers and pronunciation dictionaries.

The Indian learners strive to achieve ‘R.P.’ but most of them fail to acquire the correct accent. There are many reasons responsible for it. One most prominent cause is that the Indian learners tend to carry over the phonetics and intonation of their mother tongue in English speech. They have difficulty in articulating certain sounds which are not commonly used in their language. Nowadays a little variation in sound is also accepted. There is not just one perfect way of articulating a particular sound. It can vary, but it has to be within the acceptable range of pronunciation. Even the renowned linguist Peter Roach is of the view that:

No pronunciation course that I know has ever said that learners must try to speak perfect R.P. but the ‘goal’ is normally to develop the learner’s pronunciation sufficiently to permit effective communication with native speakers. Pronunciation exercises can be difficult, of course, but if we eliminate everything difficult from our teaching, we may end up doing very little beyond getting students to play little communication games (Roach 6). According to Roach the name ‘Received Pronunciation’ (R.P.) is now old-fashioned and misleading, “a preferable name is B.B.C. pronunciation.”

To comprehend the correct pronunciation or to learn the B.B.C. accent we must have an idea of the phonetic symbols, which are technically called International Phonetic Alphabet (IPA).



IPA was developed in the latter part of the nineteenth century and has been revised numerous times by linguists since then. The International Phonetic Association developed the International Phonetic alphabets. These alphabets are unique symbols for each distinctive sound (phoneme) in a language. Many symbol forms are based on Greek and Latin alphabets. According to Daniel Jones, the father of Phonetics the IPA was “formed with the intention to standardize the representation of spoken language, thereby, sidestepping the confusion caused by the inconsistent conventional spellings used in every language” (Jones 15). IPA can thus be called a system for representing phonetic sounds with symbols. These symbols are universal.

Knowledge of the phonetic alphabets is very essential to learn the English language especially for non-native learners like Indians since English is not a purely phonetic language. It is an unusual language where the letters of the alphabet do not have a one-to-one relationship with the sounds they represent. The pronunciation of the word is not consistent in terms of spelling. In other words, in the English language sounds of words and letters are unsystematically represented by orthography. “The study of phonetics is important to master a foreign language. It’s a tool that helps the students to understand the basic notion of intonation and pronunciation. A normal problem presented in the study of a foreign language is the articulation of the new words” (Roach 4).

The learner can hone his speaking skills by mastering the IPA. This technical way of learning correct sounds can not only make the learner able to pronounce words correctly but can also raise his confidence level. If sounds are uttered correctly the pronunciation will improve and consequently, the accent will be refined. It is only through IPA that you will be able to perceive the subtle differences between sounds, which cannot be explained in any other way. The learner cannot distinguish between the sounds of the words like ‘heir’ and ‘hair’ even though the teacher repeats them several times. She/he can make the distinctive sounds clear only with the help of phonetic symbols – heir /eə/, hair /heə/. The learner cannot blindly depend on anyone for correct pronunciation. If he knows to read the phonetic alphabets, he can himself check the correct pronunciation in the pronunciation dictionary or any dictionary; most of the dictionaries give a phonetic transcription of the words. The learner can find it just after the word and before the meaning is given. By checking the correct pronunciation, himself he will be able to save himself from getting caught in an embarrassing situation because of his faulty pronunciation.

Knowledge of IPA helps in knowing the exact pronunciation of words from foreign languages like French, Latin etc. which the learners of English come across. It can also assist the learners to grasp and comprehend the subtle differences among similar speech sounds of English as well as the articulation of indistinguishable sounds of various languages. When the learners harness the phonetic alphabets, their articulation is polished and perfected. IPA also helps to learn the three major domains of pronunciation – the place of articulation, manner of articulation and voicing. It also helps to transcribe words and sentences into phonetic symbols. As per an estimate, eighty per cent of English words are not spelt phonetically. Therefore, letters of the alphabet are a poor guide to pronunciation and phonetic symbols are imperative.

Learning phonetic symbols may seem a very strenuous and a Herculean task in the beginning. But it is not so. “Phonetic symbols are limited. They may seem a challenge at first but it is like learning to swim or ride a bicycle. Once you do it is easy and you never forget.” (Stanton 2). There are twenty-six alphabets in English but there are 44 phonemes (minimal distinctive sounds). The letters of English do not represent all these sounds. Yet it is not so tough to grasp them. 19 out of these 44 symbols have a similar shape and sound as the letters of the alphabet. This suggests that there is a resemblance between the symbols and letters of some words like ‘met’ /met/, ‘bet’ /bet/ and 17 out of 24 consonants have the same form as a letter of the alphabet.

It is very essential to have knowledge of phonetic symbols because of the ignominiously confusing character of English spellings. Spelling is not a steady and trustable source for pronunciation. One letter of the English alphabet may produce different sounds in different words e.g., the letter ‘a’ in mat /mæt/, car /kɑ:/ here the letter ‘a’ can produce two sounds /æ / and /ɑ:/. Consider the different ways the letter ‘e’ is pronounced in the word ‘re-entered’. It has four different pronunciations including one silent letter – /ri:entəd/. It is pronounced as /i:/, /e/, then next ‘e’ is silent and lastly /ə/. Words having the same alphabets or word strings are also sometimes pronounced differently e.g., conclusion /kən'klu:ʒən/, concentration /kɒnsən'treɪʃən/, here the letter ‘o’ in the same word string ‘con’ is pronounced differently.

Sometimes the same sound is represented by different letters. e.g., cat /kæt/, kite /kɑit/. In these words, the sound is /k/ but the letters are ‘c’ and ‘k’. And sometimes the same letters represent different sounds in different words e.g., in words like school, character, machine, church the letters ‘ch’ have different sounds. With the help of phonetic symbols, one can identify the correct sounds because one symbol represents one sound.

school - /sku:l/	character /'kʰærɪktə(r)/
machine /mə'ʃi:n/	church /tʃɜ:tʃ/

‘ch’ has four different sounds in these words /k/, /k<sup>h</sup>/, /ʃ/, /tʃ/ There are many words which have same spelling but are pronounced differently as their meaning changes e.g.

Content - /'kɒntent/ (adjective meaning satisfied)
Content - /'kɒntent/ (noun meaning what is contained)
Mouth - /maʊθ / (noun – part of body needed for speaking etc.)
Mouth - /maʊð/ (verb – to say or articulate)

In English, there are no definite rules regarding pronunciation. One just has to learn it. The Indian students learn it from their teachers and most of the teachers in Indian schools have a negligible idea of IPA. So, we need to know IPA to write and know the different sounds in which that particular word is pronounced. There are many words which according to their spelling look like they should be pronounced the same way because they have similar spelling but they are pronounced differently e.g.

tear /tiə / (noun meaning – water in the eyes)
tear /teə/ (verb meaning – to pull apart)

Lead /li:d/ (to guide)

Lead /led/ (a metallic element)

Such words that are spelt identically, but have different pronunciation are called heteronyms. Another puzzling point is homophones i.e., words that are spelt differently but pronounced in the same manner: e.g.

one /wʌn/,

won /wʌn/,

peace /pi:s/

piece /pi:s/

As there are several heteronyms and homophones in English, the Indian learner gets befuddled. “Because of such a mismatch between spellings and sound, a learner of a language like English cannot be sure of how to pronounce a word that he encounters for the first time in the written form. Nor can he be sure of how a new word heard by him would be spelt” (Sethi 37). Especially those who have Hindi as their L1 get more confused because Hindi is a hundred per cent phonetic language. But if the reader is well acquainted with IPA he can read the symbols and know which sound has to be uttered.

IPA also helps the learners in other important areas of pronunciation like the place of articulation, manner of articulation and voicing. The organs of speech like lips, teeth, tongue, vocal cords, mouth, nose etc. help in the production of sounds by using the pulmonic air stream. These sounds are called phonemes. As already mentioned, there are 44 phonemes in English, 24 are consonant sounds and 20 are vowel sounds including 12 monophthongs and 8 diphthongs. The phonemes can be consonants or vowels. The consonant sounds are those which are not articulated freely, there is partial blocking of the breath. A stricture is formed in some way or the other. Some sounds like /p/, /b/, /g/ are actually made by complete stopping of the breath (plosives).

Almost all consonant symbols stand for just one sound but some sounds can be produced even when the letter is not present in the word. e.g., ‘f’ /f/ is present in ‘fire’ but in words like ‘rough’, ‘phone’, the letter ‘f’ is not present but the sound /f/ is present. In the same way, ‘j’ is present in jump /dʒʌmp/ but not in the word lodge /lɒdʒ/ but the sound /dʒ/ is present in both the words. The letter ‘k’ of ‘make’ /meik/ is not present in words like quiet /'kwaɪət /, car /ka:/; but the sound /k/ is present in these words. There are some consonants which have completely different symbol forms like /tʃ/, /ʃ/, /ʒ/, /θ/, /ð/, /dʒ/, /ŋ/, /j/. The symbol /j/ is very confusing for the students because in the form it looks like ‘j’ but it is pronounced as /j/ as in ‘yes’ /jes/. The other type of phonemes is vowels. In English, there are 20 vowel sounds including 12 monophthongs (single sounds) and 8 diphthongs (sounds made by the glide of one vowel sound towards the other). There are different ways of pronouncing each vowel sound and each sound is denoted by a symbol. The chart of all phonetic symbols is given on the last page.

Syllables also play an important role in pronunciation. The pronunciation dictionaries also break up the word into syllables to make it easier to pronounce. The syllable is made up of a vowel sound and optionally a consonant. The number of vowel sounds determines the number of syllables in a word. e.g., word like:



God /gɒd/ has one syllable  
Father /'fɑ:ðə/ has 2 syllables  
Potato /pə'tetəʊ / has 3 syllables  
Agriculture /'ægrɪkʌltʃə/ has 4 syllables  
Opportunity /,ɒpə'tju:nəti/ has 5 syllables

When you look up in the dictionary the phonetic symbols of the words can help you to find out the number of syllables present in the words.

There are also some words in which the syllable is indicated by spelling but it is not pronounced at all e.g., in the word 'enough' there seem to be three vowels but only two are pronounced /ɪ'nʌf /, 'mouse' has apparently three vowels but there is only one vowel sound (diphthong) so it has only one syllable /maʊs/.

Stress also plays a very important role in pronunciation. It is also called the word accent. When you look up in the dictionary to see the pronunciation of any word you might see a vertical mark either before the word or before any syllable in that word. The mark can be placed above or below. If it is placed above and in front of any syllable it indicates primary stress [ˈ] and if it is placed below, it indicates secondary stress [,]. Some words are made up of more than one syllable in such words it is difficult to find out which syllable has to be stressed. By seeing the stress mark one can know which syllable has to be stressed and whether the stress is primary or secondary (i.e., strong or weak). Applying stress at the right syllable is necessary. Sometimes the meaning of the word changes due to stress e.g., the word 'address' if the stress mark is placed on the first syllable 'address, then it means the location of something like your house. And if the stress is placed on the last syllable add'ress then the meaning changes to a talk or speech. There are umpteen rules which govern word stress e.g., in words of 3 or more syllables, two syllables are stressed or accented. The 1st syllable receives a secondary accent and the 3rd receives the primary accent e.g. [em'plo'yeɪ], [ˌʌndə'stænd].

The accent is both free and fixed. It changes according to the way a word is used (functional shift). When the word is used as a noun or adjective it is on the first syllable and when it is used as a verb the stress is on the second syllable: Eg: 'present (noun), pre'sent (verb); 'subject (noun), sub'ject (verb).

Diacritical marks are also used to indicate special pronunciation; it can be an accent mark above or below a vowel. It can be a breve i.e. a 'u' shaped mark placed over a vowel to indicate a short sound or a macron i.e., a mark (-) placed above a vowel to indicate a long sound. The symbol [:] indicates a long sound in vowels. There are many other diacritical marks that are used for other languages.

Phonetic symbols also help the learners of English to aspirate the sounds which are aspirated by native speakers. We often notice that the native speakers of English pronounce words like 'come', 'take' and 'past' not as /kʌm/, /teɪk/, /pɑ:st/ but as [kʰʌm], [tʰeɪk] and [pʰɑ:st]. Soon after the production of the first sound of these words which begin with the sounds /P/, /t/, /k/

they produce a sound similar to /h/ before they move on to produce the vowel sound. This production of /h/ sound is called aspiration. In English, three sounds are aspirated /P/, /t/, /k/ and they are aspirated only when they occur initially in a stressed syllable.

Some consonants in English are nasalized i.e., articulated through the nose, they are /m/, /n/ and /ŋ/. Sometimes some people nasalize all the sounds, this condition is called ‘Rhinolalia Aperta’ and some people do not articulate nasal sounds at all, this is again a disorder or speech defect. The sound that should be articulated through the nose is articulated through the mouth. This condition is called ‘Rhinolalia Clausa’.

Phonetic symbols are very facilitative in phonetic transcription, which is a convenient device to indicate how the words of a language are pronounced. Transcription is of two types broad or phonemic and narrow or allophonic. The symbols of phonemes are written between slashes / / and of allophones within square brackets [ ] e.g., in English [k<sup>h</sup>] is an allophone of the phoneme /k/.

IPA can also help the teachers of the English language in India to compare the sounds of English to the native language of their students and explain to them the similarities and differences of both. Many Indian learners of English encounter many problems in learning English as a second language because of the impact of their native language (L1) on English which they are learning as a second language. But these problems can be sorted out by learning IPA. Some of these problems as stated by Bansal and Harrison are listed below:

They lack distinction between /v/ and /w/.

They tend to speak the fricative /θ/ and /ð/ into additional stops or dental plosives (represented by Devanagari letter (थ) and (ढ)).

Aspiration is an important feature of native English which the Indian learner ignores and does not understand.

Very often they place the accent on the wrong syllable of a word.

Many Indian learners fail to make clear distinction between /e/ and /æ/ sounds and between /ɒ/ and /ɔ:/ (pen and pan) (cot and caught).

The /r/ sound which remains silent before a consonant sound in RP is pronounced by most Indian speakers.

To utter the sound /ʒ/ is very challenging for Indians. It is variously replaced by /s/ or /z/ in words such as measure, pleasure, garage, and conclusion.

Sometimes some Indian learners substitute /s/ for /z/. ‘House’ has /s/ as the final sound whereas ‘noise’ has /z/ as its final sound, though the spelling is identical. The letter ‘s’ is pronounced as /s/ in ‘hopes’ but /z/ in the ‘dogs’. They use the sound suggested by the spelling.

Indian learners of English tend to add /g/ at the end of words in English which end with the velar nasal sound /ŋ/ e.g., song /sɒŋ/ is pronounced as /sɒŋg/.

/m/, /n/ /l/ are usually replaced by the sequences /əm/, /ən/ /əl/ (as in ‘bottom’, ‘button’, ‘apple’ or by /il/ as in ‘little’). Indian speakers also have the tendency to pronounce doubled letters with a prolonged consonant e.g., summer /'sʌmə/ is pronounced by them as /'sʌmmə/. (Bansal 18)

As spelling is not a reliable source for pronunciation, Indian learners have difficulty in reading English text. Therefore, it becomes all the more necessary for the teachers of English in India to know IPA, which is a significant learning tool in ELT. The teachers of English should have phonetic awareness. Depending on the internet for pronunciation is not the solution. The teachers should make IPA a convenient tool for raising the phonological and phonetic awareness of the students in India who are learning English as a second language.

In the current global environment, the English language has attained an outstanding and prestigious status and we Indians need to upgrade our communication skills in English to excel in every field. If a candidate is talented but cannot express himself in English confidently his answers are reduced to mumbling sounds that are not comprehensible and he suffers the brunt of it. To enhance and groom your overall personality you need the knowledge of correct sounds and IPA. A learner must not be disheartened if he is not able to speak English like the native speakers, it is sufficient if his command of English makes his communication effective. As Jones has aptly said; “‘Good’ speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. But ‘Bad’ speech is a way of talking which is difficult for most people to understand” (Jones 01).

### The Sounds of British English (R.P.) – Consonants

1.	/p/ as in the word	spoon	/spu:n/
2.	/b/ as in the word	beat	/bi:t/
3.	/t/ as in the word	stem	/stem/
4.	/d/ as in the word	dean	/di:n/
5.	/k/ as in the word	school	/sku:l/
6.	/g/ as in the word	good	/gʊd/
7.	/tʃ/ as in the word	teach	/ti:tʃ/
8.	/dʒ/ as in the word	June	/dʒu:n/
9.	/m/ as in the word	mean	/mi:n/
10.	/n/ as in the word	neat	/ni:t/
11.	/ŋ/ as in the word	finger	/'fɪŋgə/
12.	/f/ as in the word	feet	/fi:t/
13.	/v/ as in the word	vest	/vest/
14.	/θ/ as in the word	three	/θri:/
15.	/ð/ as in the word	these	/ði:z/
16.	/s/ as in the word	seat	/si:t/
17.	/z/ as in the word	zoo	/zu:/
18.	/ʃ/ as in the word	sheet	/ʃi:t/
19.	/z/ as in the word	leisure	/'leɪʒə/
20.	/h/ as in the word	heat	/hi:t/
21.	/l/ as in the word	leave	/li:v/



22.	/r/ as in the word	rest	/rest/
23.	/j/ as in the word	yes	/jes/
24.	/w/ as in the word	west	/west/

**The sounds of British English (R.P.) – (Vowels)**

1.	/i:/ as in the word	seat	/si:t/
2.	/ɪ/ as in the word	sit	/sɪt/
3.	/e/ as in the word	bed	/bed/
4.	/æ/ as in the word	bad	/bæd/
5.	/ɑ:/ as in the word	past	/pɑ:st/
6.	/ɒ/ as in the word	lost	/lɒst/
7.	/ɔ:/ as in the word	saw	/sɔ:/
8.	/u:/ as in the word	two	/tu:/
9.	/ʊ/ as in the word	put	/pʊt/
10.	/ʌ/ as in the word	cut	/kʌt/
11.	/ɜ:/ as in the word	girl	/gɜ:l/
12.	/ə/ as in the word	father	/'fɑ:ðər/
13.	/eɪ/ as in the word	late	/leɪt/
14.	/aɪ/ as in the word	light	/laɪt/
15.	/ɔɪ/ as in the word	boy	/bɔɪ/
16.	/aʊ/ as in the word	cow	/kaʊ/
17.	/əʊ/ as in the word	coat	/kəʊt/
18.	/ɪə/ as in the word	hear	/hɪə/
19.	/ʊə/ as in the word	tour	/tʊə/
20.	/eə/ as in the word	where	/weə/

(Balasubramanian number 2-4)

**REFERENCES**

1. Balasubramanian, T. *English Phonetics for Indian Students*. New Delhi: Trinity Press, 2019.
2. Bansal, R.K. and J.B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. Mumbai: Orient Longman, 1994.
3. Crystal, David. *English as a Global Language*. Cambridge: Cambridge University Press, 2003.
4. Jones, Daniel. *The Pronunciation of English*. Cambridge: Cambridge University Press, 1914.
5. Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1991.
6. Sethi, J and P.V. Dhamija, *A Course in Phonetics and Spoken English*. Delhi: PHI Learning Private Limited, 1999.
7. Stanton, Alan. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)>article. Date of access 12<sup>th</sup> June 2021.

**COMPUTER ASSISTED LANGUAGE LEARNING (CALL): AN INTERACTIVE METHOD OF TEACHING AND LEARNING IN ENGLISH**

**MAHAMMAD AZAM**  
Research Scholar  
Department of English  
Kakatiya University  
Warangal  
Telangana State

**ABSTRACT:**

*Technology is very interesting. It grabs the attention of students. Proper usage of powerful technology gives a positive result and so one should know how to use it, especially language learners must use innovative technological gadgets to learn a new language. Advent of technology brought some noteworthy changes in all the educational institutions. Computer Assisted Language Learning (CALL) is an important approach in teaching and learning English. It, with the help of internet, provides language material and techniques in language learning. The present paper examines how CALL would help the language learners. It also gives us the merits and demerits of CALL.*

**Keywords:** CALL, technology, teachers, learners, and computer based learning

In the previous decade, there has been a significant advancement in the development of user-friendly computers and software, as well as a significant decrease in their prices. Almost every house, office, and school in the modern days has a computer. A computer is a necessary tool in the twenty-first century for everyone to function in society to some level. If we visit any business center, we see many computers. In various countries throughout the world, audio language labs are being phased out in favour of computer centres or computer labs with internet access.

Teaching English for a second-language learner can take benefit from using a computer. Indeed, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users (Hartoyo, 2006). Since computer devices have been available for many students, teachers and researchers have been testing, using, and developing ways to incorporate computers in their teaching methods for several years. Many language teachers, however, are still unsure about how to use computers successfully for language instruction. We began using computers in our classrooms as the use of computers in our daily lives became more widespread. Using computer-assisted language learning (CALL) in contemporary instructional contexts, language teachers can aid the development of learners' language acquisition (Pennington, 1999).

## Objectives

The objectives of this paper are:

1. To understand and discuss the origin definition, and aspects of the CALL-based approach.
2. To find out, whether teaching through CALL-based approach can improve the students' language skills
3. To find out the advantages and disadvantages of CALL

## Research Questions

In this study, we will try to find out the answers to the following questions:

1. What is CALL-based approach? What are its characteristic features?
2. To find out how CALL-based approach can be effective in teaching languages skills in English language classrooms.
3. Does CALL help the language learners? If so, in what way, it helps to students.
4. How can students use CALL in improving communication skills?

## Why a Language Laboratory?

For evaluating students' pronunciation, the language lab is quite useful. It gives students the technological resources they need to achieve the best pronunciation samples. The electronic instruments employed in the lab will thrill the learner's eyes and hearing, allowing them to rapidly and effortlessly pick up the language. If students listen to computer replicas of the pronunciation, they will remember it. The laboratory's collection is intended to help students improve their aural understanding, oral and writing fluency, and cultural knowledge. In the target language, the language laboratory delivers broadcasting, television programmes, web-assisted materials, and filmed off-air recordings. In a nutshell, the laboratory provides a student with the opportunity to communicate with native speakers.

As a result, the language laboratory has become indispensable in any language learning process including conversation. "The language laboratory exists to help one use technology successfully to communicate," states J. Richards (2001). It is not just useful for learning a single language, but it may also be utilized to effectively teach a variety of languages. Hearing the best samples of a spoken language is required to develop a sense for the sounds and rhythms of that language." Here, I would like to list the usefulness of language laboratory.

1. Experiential learning gives students with practice.
2. It's a tool that may be used to teach a variety of languages in addition to English.
3. It boosts students learning motivation.
4. It promotes more teacher-student engagement.
5. It aids in the acquisition of pronunciation, accent, stress, and other features of a language's phonetics.
6. It boosts student achievement while also broadening global awareness.
7. It places a greater emphasis on individual needs and provides more authentic study materials.
8. It allows you to teach courses to a variety of audiences, including students, faculty members, business people, and so on.

9. It aids students in their preparation for international exams such as the IELTS and TOEFL, as well as other competitive exams.
10. The language lab can offer online courses and paperless exams.

CALL (Computer-Assisted Language Learning) is an intriguing tool for language teachers and students since it may provide customized instruction and provide immediate feedback on the accuracy of a learner's response to computerized tasks (Nagata, 1993). CALL is a language-learning programme based on CAL (Computer-Assisted Learning), however the computer is primarily used to provide a language tutorial programme (Hartoyo, 2006). It is also known by several other terms such as technology-enhanced language learning, computer-assisted language instruction, and computer-aided language learning. (Levy, 1997) Since the early 1980s, CALL has evolved into a symbiotic link between education and technology development. (Hinks, 2003; 2005)

CALL is a form of computer-based learning which “carries two important features: individualized learning and bidirectional learning” (Ramesh, 2011). “It is a form of student-centered learning materials, which promote self-paced accelerated learning. CALL is an interactive method of instruction that helps learners achieve their goal of learning, at their own pace and ability” (Kumar and Sreehari, 2007). CALL focuses on student-centered teaching that allow students to learn on their own through planned and spontaneous interactive activities. Individualized learning and bidirectional learning are two significant elements of these sessions. The rhythm, stress, and intonation of speech are all considered prosody in linguistics. The term prosody refers to the pattern of spoken utterances in general, but it has been defined in a variety of ways in the literature.

Computers can motivate the students and fill them with confidence. Students easily get the concentration needed using computers and they acquire the technical knowledge also. R. Taylor (1980) expressed that “computer assisted language learning programs can be wonderful stimuli for second language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation. Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence.”

There has been a significant growth in the number of English teachers adopting CALL. There have also been numerous research papers written about its importance in English learning. In the pandemic days, people started using internet regularly. School boys and college students are using it daily. Despite the fact that the Internet's educational potential has yet to be fully realized, and the rural and average educational institutions still use computers to a limited extent for a variety of reasons, it is clear that we have entered a new information age in which the links between ICT and EFL have already been established. CALL has many advantages for second language learning. Let's see the advantages of CALL.

## Advantages of CALL

**1. Interest and Motivation:** In the traditional classroom, students may feel with boring and monotonous classes. CALL programmers can make drills more entertaining for students by using computer games, animated images, and problem-solving strategies (Ravichandran 2000).

**2. Individualization:** CALL helps students to learn their own. They can learn by reading and observing with the help of computers. They can choose which abilities to acquire and which course to take based on their personal needs, as well as the speed and level by their own needs.

**3. A Compatible Learning Style:** Students learn in different ways, and mismatched learning styles can lead to major disputes. Online learning makes the learners new learning style. It helps them to learn new things and provides drilling based learning.

**4. Flexible:** Students can attend language classes in their free time also. The time flexibility of using computer enables students to choose appropriate timing for learning so they can learn anytime, anywhere and anyhow but they should have internet facility or loaded videos. They can open and read the material as many times as they want.

**5. Immediate Feedback and Error Analysis:** The traditional classrooms don't give quick feedback of the class. But the CALL provides immediate response to the students. Since computer gives quick feedback, most of the students love them to use them to learn English language. The regular teachers take many days to correct errors of the students. On other hand, a computer database can be used by teachers to classify and discriminate between general errors and errors caused by the effect of first language. A computer can assess individual mistakes made by students. It responds in a different way than a traditional teacher, allowing students to self-correct and learn the rationale behind the correct solution.

**Disadvantages of CALL:** Despite the numerous benefits of computers, the computer technology has its own set of restrictions and disadvantages. CALL has the following disadvantages:

**Not trained:** Many teachers in India are not trained in using computers and online classes. Of course, many lecturers know it but they don't use them properly because of many reasons. Before incorporating computer technology into second language teaching and learning, teachers and students must have a basic understanding of technology. As a result, only those who are familiar with computer technology will benefit from computers.

**Imperfect Current CALL Programs:** CALL's software focuses on reading, listening, and writing skills at the moment. Although several new speech systems have lately been developed, their capabilities remain limited. A speaking programme should be able to diagnose a learner's issue with pronunciation, syntax, or usage, and then intelligently choose from a set of solutions.

**No Clarification:** In language learning, it is very common that the learners would get lot of doubts. Teacher can explain in an easy way to the learners to understand. Computers don't clarify the doubts of students. They provide what loaded in the system.

**Inability to Handle Unexpected Situations:** A second-language student is faced with a variety of learning situations that change on a regular basis. Computers only have artificial intelligence; therefore they can't deal with a student's unanticipated learning challenge or respond to a student's query as quickly as teachers can.

**Conclusion:** The advantages of CALL can be summarized as follows: student motivation and autonomy, compatible and time-flexible learning, immediate and detailed feedback, error analysis, and a process syllabus. The disadvantages of CALL, such as less convenient equipment, expensive educational costs, a shortage of qualified professors and high-quality CALL applications, and computers' limited capacity to handle unforeseen scenarios, must all be taken into account.

To summarize, CALL has advantages and disadvantages, and teachers should be aware of these advantages and pitfalls when using it in ESL classes. It is undeniable that technology progress and development have enabled the use of CALL systems in language learning and education, and it has recently become a new trend. Computer technology, however, is not without its limitations and flaws. As a result, before we can use contemporary CALL systems to better our teaching or assist students in learning, we must first understand their advantages and disadvantages. Finally, we may avoid making the error of using the CALL application and maximize the value of our ESL teaching and learning.

## REFERENCES

1. Babu, A. Ramesh and A. Komuraiah. (2011). Computer: A device for learning English language: A summary of advantages and disadvantages. *Language in India*, 11 (2), 406-414.
2. Hartoyo (2006). *Individual differences in Computer Assisted Language Learning (CALL)*. Semarang: Universitas Negeri Semarang Press.
3. Hinks, R, (2003). Speech technologies for pronunciation feedback and evaluation. *CALL Journal*, 15 (1), 3-20.
4. Kumar E Suresh and P. Sreehari. *A handbook for English language laboratories*. New Delhi: Foundation Books, 2007.
5. Kiliçkaya, Ferit. (2007). *The effect of computer assisted language learning on Turkish learners' achievement on the TOEFL Exam*.  
[http://www.iatefl.org.pl/call/j\\_soft27.htm](http://www.iatefl.org.pl/call/j_soft27.htm) accessed July 22, 2008/ 17:10:00.
6. Levy, M. (1997). *CALL: Context and Conceptualisation*. Oxford: Oxford University Press.
7. Pennington, M. C. (1999). Computer-aided pronunciation pedagogy: Promise, limitations, directions. *Computer Assisted Language Learning*, 12, 427-440.



8. Ravichandran, T. 2000. *Computer Assisted Language Learning (CALL) in the Perspective of Interactive Approach: Advantages and Apprehensions*. [Http://members.rediff.com/eximsankar/call.htm](http://members.rediff.com/eximsankar/call.htm) accessed July 22, 2008 / 17:06:00.
9. Taylor, R. (1980). *The Computer in the school: Tutor, tool, and tutee*. New York: Teachers College Press.

**AN ENGLISH TEACHER: A CREATOR OF INNOVATIVE ACTIVITIES IN ENGLISH LANGUAGE CLASSROOM****Dr. E. BRIJESH**Asst. Prof. of English  
Govt. Degree College  
Malkajigiri  
Hyderabad  
Telangana State**ABSTRACT**

*An English teacher must go to English classrooms with new ideas, methodologies, technology, research findings, and so on. Teachers, like all other professionals, should study and endeavour to keep the modern things in their minds. English is the most important language in the world; therefore, having excellent English abilities will benefit a teacher in a variety of ways. Who will teach better whether native English teacher or non-native English teacher? We all know that good teachers aren't born, and they aren't developed by tutoring. They're self-made. The present research attempts to examine the role of English teacher in the modern English language classrooms.*

**Keywords:** English teacher, language skills, English classrooms

There are many logical research questions that may be asked about the word “teacher,” and it requires further study because it has led to pedagogical assumptions that are no longer valid in the English language teaching world. All academic research scholars use the term “teacher” as though there is a single, unmistakable definition of what a “teacher” is. This is philosophical. The studies, models, and concepts will flounder from the start unless a clear definition of “teacher” is presented. “Our notion of the teacher,” Crookes and Chaudron suggest, “Our conception of the teacher is someone faced with a great number of decisions to be made at every moment of classroom instruction” (1998). Peck says: “Teachers should individualize ESL instruction so that they teach in the ways in which students learn” (1991).

A good and qualified teacher should be a native or non-native speaker who knows how to teach a language to students clearly and makes the learners understand. It is, however, one of the few references to the fact and knowledge that ESL “teachers” do not need to be qualified from the outset. Pennington says “the ‘quality’ of teaching must be considered and taken into account in determining what results can be expected, but again offers no cues as to how to determine that quality, especially in a market place the size of the EFL world” (1989). To enable students to qualify for a teaching certificate, universities and colleges all over the world offer three or four year degrees as well as one year postgraduate degree programmes. Starting at the basic level, English is taught in Indian classrooms. Some teachers include English in the Elementary curriculum, whereas English majors are becoming more common.





Universities and colleges all over the world offer three or four year degrees, as well as one year postgraduate degree programmes, to enable students to qualify for a teaching certificate in their home country. English is taught in Indian schools from the first grade onwards. Some teachers teach English as part of the Elementary curriculum, and English majors are becoming more common.

The world of TEFL, on the other hand, is dramatically different. Most countries that do not speak English will allow a native English speaker to “teach” English. Employers believe that everyone with a degree from a university in his home country can teach English.

This degree could be in Science or even Commerce. In other words, anyone with a university degree can go to a country where English is not spoken and work as a “teacher of English as a second/foreign/another language.” “The native speaker’s “competence,” “proficiency,” or “knowledge of the language,” according to Stern (1983), “is a necessary point of reference for the second language proficiency concept used in language teaching.” As a result, the best teacher is a native speaker who can represent the aim that the students are attempting to imitate.

Despite the fact that some of the teachers have PG degrees in English, they are not qualified to teach English. Of course, there are a variety of causes for the absence of communication skills and research in colleges. Native English teachers who teach English in a foreign nation do not have professional second language teaching qualifications, it should be noted. They are, nevertheless, English teachers by contract, and they teach English even if they have no knowledge or understanding of what it means to be a teacher. Naturally, native speakers assert dominance over their language and insist that they alone have authority over its fate.

English teachers with a bachelor’s or master’s degree in English are needed in India. He should be trained in English or he will not be able to teach, but this is not the case in Greece. The Greek government’s only requirement for an English native speaker is that he or she hold “any” university degree. This teacher will thereafter be in charge of teaching lessons ranging from elementary to advanced competency. Cambridge University conducts and administers proficiency level tests. Successful individuals can either open or teach in private schools. In the Czech Republic, any natural English speaker can work as a teacher. A degree is desired, but due to the difficulties in locating a native instructor to work in the Czech Republic, where wages are low, the necessity of showing a degree can be neglected. A TEFL certificate obtained through correspondence will suffice. And the native English teacher in that country will be required to teach from both primary and secondary sources. The Korean system is more rigid, requiring native English teachers to produce a degree in order to obtain a teaching visa. Private schools, on the other hand, are known to use non-degreed teachers because there are typically none available.

Even if we state that teachers in ‘other countries’ are typically untrained, consider the American education system, where teachers, despite their lack of training, are faced with the task of instructing students who have weak English abilities. Many of these teachers, on the other hand, have little or no experience with second language acquisition and require



guidelines to help them grasp the process that young children go through when learning a new language.

Many teachers believe that native English teachers are “qualified teachers,” but we know that this is not true in all cases since native teachers know the language but not all native teachers know how to teach. They, too, should have the equivalent of a teaching degree/license in their own country, as well as at least one year of overseas English teaching experience. Another question is if they can teach effectively if they have certificates like Teaching English Language or other certificates.

We are aware that they are unable to do so. This isn't to imply that the certificate isn't important; but, one should know that having one does not authorize the holder to refer to himself as a trained English teacher. However, the certificates will assist them in teaching in a right manner. Teaching English as a foreign language is a difficult task. It is quite easy to educate when the teachers are fluent in both English and the local language. He should be familiar with the two languages, as well as their pronunciations, in order to aid the pupils' learning. In other countries, most English teachers are required to have a degree certificate, and in “A comparative study of the EPIK and JET program,” it was found in a survey of teachers, “only 26% of the native English teachers in Korea had a teaching certificate, At that stage of the report, the teachers the subject of the report were employed to teach in middle and high schools alongside Korean or Japanese teachers in a team-teaching situation” (Ahn, 1986).

According to the reports from the various countries, because their teachers are not adequately qualified, they have difficulty directing the class when teaching alone. However, Indian English teachers have prior teaching experience or are certified teachers. As teachers, they lack professionalism. The English teacher is the heart and soul of each English classroom. He should improve students' understanding of key aspects of linguistics and learning theory, as well as influence them to speak in English and make informed professional decisions about language teaching in the workplace. He should also teach the aspects of language that are appropriate for the students' anticipated uses, and consider them successes when they can carry out the tasks.

The salaries of teachers in India are quite low, which is why I believe the majority of teachers prefer to teach English abroad. In recent years, there has been a trend toward hiring more professional or experienced teachers. Those native English speakers who teach second languages may falter, notwithstanding the lack of study.

- a) Those looking for a year or two away from home.
- b) Those unable to find work in their own country, most second language teachers in Asia appear to be Canadian, where unemployment is high, whereas in Europe, teachers are predominantly from the United Kingdom, which has more to do with European Union law than anything else, and in the former Soviet satellites, the predominant teacher is from the United States.

c) Qualified and experienced teachers who have adopted their target country as a second home and are willing to adapt to local conditions.

Teachers who teach English as a second language in another country must accept the remuneration structure of the country they are teaching in. When compared to the major English-speaking countries, such as the United States, the United Kingdom, or Australia, pay in the second language teaching country are significantly lower, though not for all teachers. As a result, it begs the question of who would quit a well-paying job with benefits to teach in a foreign nation. It's self-evident. Certainly not!

However, expecting or demanding high-qualified teachers in a second language country is impractical when the rewards offered are significantly below those available at home. They can only insist that the teachers have a minimum level of relevant qualifications. However, it must be stated unequivocally that the quality of second language teaching in countries where English is not the native language will fall far short of what the country would ideally desire, because language teachers are not, in the vast majority of cases, properly qualified to teach second languages.

If the native English speaker were a nonprofessional teacher, his main responsibility would be to arrange 'communicative classes.' This would be an alternative to worrying about his competency. "...three functions of foreigner talk can be defined," Ellis (1996) says: (1) to enhance dialogue, (2) to indicate implicitly or openly speakers' sentiments about their interlocutors, and (3) to teach the target language implicitly."

We all know that language teaching's conversation class is a bit of a conundrum. In some language programmes, untrained native speakers can use whatever resources and strategies the teacher has on hand to induce students to talk throughout the entirety of a class period. "Though the teacher, trained or untrained, must learn to adjust his speech to the student, namely by simplifying and clarifying his responses in accordance with the feedback he receives from the communication learner," writes Hatch. (1978).

What about the pupils and the professors they desire? "A good language student wants a teacher who is systematic, logical, and easy to comprehend, but prefers to take command of their own learning rather than have the instructor control this element, therefore treating them as 'informants' rather than a stereotypical teacher," Pickert (1978) says. It is difficult for a teacher to assess his or her own teaching style and subject, and a teacher's personality development is also required.

Teachers must overcome numerous obstacles when teaching a second language. Teaching a second language entails modelling L2 roles and scenarios and teaching for the settings that L2 users will face. In this point Klein (1996) suggests "there is much more to do even before we can successfully begin to teach teachers how to teach a second language. Research on second language acquisition has too short a history to supply conclusive evidence on any important question...in some areas there are the indications of a firm foundation upon which we can build" As the number of language learners, schools, and 'teachers' increases, not only



the educational institutions, but also the students themselves, will place a larger focus on the qualities of the teacher.

Another distinction between a non-native English instructor and a visiting native English teacher is that the non-native English teacher has a degree from a university. This quickly labels that teacher as a professional educator, and there is likely to be some subtle dissatisfaction between the two teachers, as the nonnative English teacher perceives themselves as competent, whilst their native English speaker counterpart does not. The non-native teacher, on the other hand, may feel ‘inferior,’ because his or her pronunciation and fluency will fall short of the native English speakers’ standards. And, without a doubt, some non-native English teachers will avoid speaking in English as much as possible in their classes. Many English professors in India do not speak properly, and they are sometimes unable to teach using native English pronunciation, also known as Received Pronunciation.

However, the non-native speaker’s mastery of English grammar will almost certainly be faultless, and in some cases, superior to that of the native English speaker, because native English speakers rarely study grammar in school or university, unless they are specifically trained for it. All that can be said for non-native English teachers is that, no matter how good or poor their English is regarded to be, there is no alternative for oral practice. Indeed, many non-native English teachers have a strong psychological perception that their “pronunciation” of English is poor, although it is not. It is argued that persons who hold this notion demonstrate an acute awareness of the depth and intensity of ‘pronunciation,’ and are well on their way to speaking with a level of English pronunciation that can only be described as ‘very satisfactory.’

## REFERENCES

1. Ahn. Soo Wong., et.al. (1986). A Comparative study of the EPIK and JET Program. *English Teaching*, 53 (3), 241-267.
2. Crookes. G. and Chaudron. C. (1998). “Guidelines for classroom language teaching” In Celce-Murcia (Ed), *Teaching English*, Heinle and Heinle, 46-66.
3. Ellis. R. (1996). *The study of second language acquisition*. Oxford: OU Press.
4. Hatch. E. (1978). *Discourse analysis and second language learning*. Newberry House Publishers.
5. Klein.W. (1996). *Second language acquisition*. Cambridge: Cambridge UP.
6. Peck. S. (1991). “Second language acquisition” IN Celce-Murcia. (Ed). *Teaching English*. Heinle & Heinle, 364.
7. Pennington. M. (1989). Teaching pronunciation from the top down. *RELC Journal* 20 (1), 21-38.
8. Pickett. G. (1978). *The foreign language learning process* London: The British Council.
9. Stern, H. (1983). *Fundamental concepts of language teaching*. Oxford: OUP, 341.

**USEFUL TECHNIQUES IN PRONUNCIATION PRACTICE:  
A SPECIAL FOCUS ON STRESS AND INTONATION****ADEPU PRIYANKA**

Lecturer in English

TTWRDC (W)

Asifabad

Komurambheem Asifabad District

Telangana State

&amp;

**YELAGONDA ANJANEYULU**

Lecturer in English

Govt. Degree College

Gambhiraopet

Rajanna Sircilla District

Telangana State

**ABSTRACT:**

*Is it vital to teach good English pronunciation to non-native English speakers in places such as India where English is taught as a second or foreign language? The answer is unmistakably 'yes.' We should pay close attention to the sound system of each language we speak. Every language has its own distinct characteristics that set it apart from others. When we speak English in India, we should try to sound like English speakers rather than Indian speakers. The present research paper tries to focus on the innovative techniques in pronunciation that the teachers have to use.*

**Keywords:** Pronunciation, native speakers, non-native speakers,

We have various varieties of English in India, including Urdu English, Kashmiri English, Telugu English, and Tamil English, among others. As a result, it is vital to speak English that is free of regional influences, understandable, and acceptable on a national and worldwide level. That is, Received Pronunciation, the pronunciation of England. Kenworthy (1987), in *Teaching English Pronunciation*, puts forward the “concept of comfortable intelligibility as a suitable goal for the majority of learners.”

A teacher who has received extensive phonetics training from a reputable institute such as EFLU can polish their pronunciation skills. English pronunciation can be effectively taught by those who are interested in English literature and have a thorough understanding of the English sound system. We cannot argue that teachers with many certifications and years of

experience in the field of education can teach exceptionally effectively; rather, it is dependent on the teacher's dedication. Those who are uninterested in teaching English language effectively teach English pronunciation.

Native speakers of English know that learners have difficulty with vowels and consonants. When interacting with someone who is not a native speaker of English, they make allowances for segmental errors, but they do not make allowances for errors in intonation. (Wells, 2006)

Many institutions in India don't teach English pronunciation as part of their English language or literature programmes. It's ironic in that when a non-native English teacher says a word or a sentence in class, she or he is teaching the pronunciation of that word or sentence without even knowing it. The majority of English teachers in India speak in General Indian English, and this insensitive and inadvertent teaching of English results in the teaching of incorrect pronunciation, which is extremely harmful. Here are a few common misconceptions regarding English:

1. English words are not spoken in the same way that they are written.
2. English pronunciation is not governed by any norms.
3. Good readers don't rely on their ability to "sound out" words.
4. Understanding and sounding out are incompatible.
5. People who learn to sound out their words do not have a "slight" vocabulary.

Because students are accustomed to pronouncing in Indian English, if a teacher teaches in R.P., the students may not understand the words. As a result, students' speech reflects their teachers' mispronunciation of words or sentences. Many students in the class look up to their English professors as the only role models they have.

How can literature students enjoy Shelley's poems' if they aren't aware of English stress, rhythm, or intonation patterns? Understanding the English sound system not only helps in better English pronunciation, but also aids in the comprehension and explanation of literary texts. It is critical to actively and successfully teach English pronunciation.

The truth is that spoken English will always play an important part in the teaching of English literature. In our colleges and universities, spoken English must be taught as a subject of study. If it isn't, the students will not attempt to pronounce it in R.P. Whatever the purpose of our teaching English language or literature; we know that teaching English pronunciation should not be overlooked.

Because English is a library language and a link language in our multilingual country, we can't escape teaching or learning it in our universities, institutions, and schools. It is critical to educate our pupils how to pronounce words and grammatical structures when we introduce new grammar or vocabulary. It not only helps them become more understandable English speakers, but it also helps them learn the language better.

Our biggest concern right now is how to teach English in India's current context. Here are some recommendations to help us answer this essential question:

1. There are a number of approaches to teaching English pronunciation.
2. The majority of them entail drilling and rote memorizing of vocabulary word pronunciation. These strategies may benefit some students, particularly those with mother tongues that are comparable to English, but they may leave a significant amount of other classes behind.
3. The best way to teach English pronunciation is to use a method that has been proven to work.
4. Start at the beginning and reduce the words down into their smallest components to teach pronunciation. These are referred to as phonemes. The /p/ in 'pat' and 'pan' against the /c/ in 'cat' and 'can' are two examples of phonemes that help us distinguish words. Begin by letting students to listen to these varied noises until they are able to identify them in class exercises. They can then try to communicate on a rudimentary level.

It's similar to a child learning to speak at a faster pace; phonemes are combined into words, and words are linked together to form sentences. Hearing the various sounds fine-tunes the process, which then leads to intonation and syllable stress. There are pictures showing how to hold the lips and tongue in the correct position to make more difficult sounds like 'g' and 'r.' These can help reduce frustration among the students when you teach sounds that are articulated inside the mouth, and watching videos of English speakers will help them to start developing proper facial expressions.

Before teaching pronunciation, a diagnostic test should be performed to identify the student's pronunciation issues. This would aid in identifying their areas of difficulties and focusing on particular solutions to eliminate those issues. Students should be taught how to express themselves clearly in English sounds. To avoid confusion, the students should be taught the phonetic symbols for these sounds without delving into detail about phonetic terminologies and descriptions. This would allow students to reference English pronunciation dictionaries for tricky words rather than spelling them out.

While learning vocabulary, word stress should be taught. The meaning of a word changes or even disappears as the word's stress changes. As a result, students should have plenty of practice with word stress, and not just any practice. Non-native speakers find it challenging to pick which syllable to stress in English because it is both fixed and free.

If we have a mixed ethnic class, we should have the students take turns teaching each other words and phrases from their various languages; this will help them understand and be patient when they hear different languages spoken with varied accents. Remember that Japanese with an English or American accent will sound the same to them as accented English does to a natural English speaker. This will also aid in the development of their pronunciation skills. Tapes of English speakers from all over the world are available for purchase. As we repeat the dialogue, we have the class listen to them first. The speakers on the tapes and detect both similarities and differences. All of these exercises can be included in our everyday curriculum

as enjoyable group activities. Poor pronunciation is the result of accurately pronouncing each word. Because English is a time-stressed language, good pronunciation comes from putting emphasis on the proper terms.

Pronouncing every word correctly leads to poor pronunciation! Good pronunciation comes from stressing the right words - this is because English is a time-stressed language.

How to Start:

Many other languages are classified as syllabic, whereas English is classified as a stressed language. Each word in other languages, such as French or Italian, is given equal weight (there is stress, but each syllable has its own length). The emphasis in English pronunciation is on individual stressed words, with non-stressed ones floating by rapidly. Content words are those that are stressed:

Nouns: Eg: kitchen, Peter

Principal verbs: Eg: visit, construct

Adjectives: Eg: beautiful, interesting

Adverbs: Eg: often, carefully.

Non-stressed words are considered function words:

Determiners: Eg: a, an, the

Auxiliary verbs: Eg: am, is, are, was, were

Prepositions: Eg: before, of, in, on

Conjunctions: Eg: but, and, though

Pronouns: Eg: they, she

**Tips:**

1. Non-stressed words and syllables in English are frequently “swallowed.”
2. Focus on pronouncing stressed words correctly at all times; non-stressed words can be skipped.
3. Concentrate on the meaning of the words rather than the pronunciation of each one. Concentrate on each sentence’s stressed words:
4. 'money, 'father, a'cross, a'bout, a'head, a'go, millio'naire, ci'garatte, syste'matic,

In English, word stress is unrelated to a specific syllable since primary stress is occasionally placed on the first syllable:

Eg: 'danger, 'valid, 'normal, 'politics, 'photo

On the second syllable in some cases, for example,

Sometimes on the second syllable:

Eg: restri'ction, par'ticular, a'way, etc.



Sometimes on the third syllable:

Eg: nume'ration, politi'cian, culti'vation, mecha'nician, distri'bution

Sometimes on the fourth syllable:

Eg: Assim'ilation, asso'ciation, intelli'gentsia, etc

Sometimes on the fifth syllable, e.g. Intelligi'bility, systemati'zation and so on.

Words with the same root can sometimes have various stress patterns, as in the example below.

Eg. 'Photograph, pho'tographer, photo'graphic, phot'ogenic, 'politics, pol'itical, 'politician, 'normal, ab'normal, abno'rmlity.

Sometimes words of the same root have the same stress patterns:

Eg: Pro'fession, pro'fessional, pro'fessionalism, o'origin, o'riginal, re'vive, re'vival, re'vivalism, revo'lution, revo'lutionary, revo'lutionize.

The grammatical function of a word can sometimes be changed by changing the stress:

Eg: 'object (noun), ob'ject (verb), 'record (noun), re'cord (verb)

Similarly, primary stress can be placed on the initial part in compound words as in 'backboard, 'grandfather, etc.

Sometimes on the second element:

Eg: how'ever, after'noon.

Sentence stress and rhythm can be efficiently taught while teaching grammar. A stress-timed rhythm exists in English. In an English phrase, stressed syllables appear at regular intervals, regardless of the amount of unstressed syllables between any two stressed syllables, and the time between two stressed syllables is usually the same.

Faulty stress patterns and a broken rhythm usually throw off the typical English rhythm and alter the meaning of the phrases. This is a critical area for foreign English learners, as well as a challenging one. As a result, sentence stress and rhythm should be carefully taught in the classroom, with plenty of practice in articulating contracted and weak forms; students should be taught to stress all content words (meaning bearing elements) in a sentence while leaving all functional or grammatical words (non-meaning elements) unstressed. To indicate the stressed syllables, the teacher should make a firm downward gesture with a closed fist.

Intonation can also be taught along with the teaching of grammar. In the English language, there are rising and falling tones. When teaching Yes/No questions, rising tones are effective, while when teaching statements, dropping tones are effective. Intonation, like phonetics, may be learned. We won't be able to use proper tones in sentences until we practice intonation. Brazil (1980) says that "intonation contributes its independent share to the communicative value of an utterance in English" because the speaker, in using a certain intonation pattern,



makes “an independent choice from a finite set of options available to him/her in the system of the language.”

The use of gestures and hand movements to teach grammatical functions of intonation should be effective and rigorous. Because of incorrect intonation patterns, foreign English learners are frequently misunderstood. As a result, when teaching intonation, you’ll require a lot of practice. The same words uttered to a rising melody may be a courteous request, whereas the same words said to a falling tune may be an order or a demand, causing confusion and significant misunderstanding. A phrase can be delivered with or without interest, confidently, cautiously, fiercely, or pleasantly. The music that one uses while speaking usually emphasizes these distinctions. These songs add something to the words (even though the meaning of the words remains same), and what is added is the speaker’s current feelings. Brazil (1984) states that “pitch variations resulting from the speaker having made an either or choice from a finite set of options available to him in the system of the language alone has communicative value.”

#### REFERENCES

1. Balasubramanian, T. (1981). *A textbook of English phonetics for Indian students*. Delhi: Macmillan Limited.
2. Bansal, R.K. (2013). *Spoken English: A manual of speech and phonetics*. Hyderabad: Orient Blackswan.
3. Brazil, David. M. Coulthard and C, Johns. (1980). *Discourse intonation and language teaching*, London: Longman
4. ---. (1984). “The Intonation of Sentences Read Aloud.” In Gibbon and Helmut Richter (eds.), *Intonation, Accent and Rhythm*, New York: Walter de Gruyter
5. Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.
6. Wells, J.C. (2006). *English Intonation: An Introduction*. Cambridge: CUP.

**NATIVE LANGUAGE vs. FOREIGN LANGUAGE: ROLE OF MOTHER TONGUE  
IN TEACHING ENGLISH AS A SECOND LANGUAGE****BRISHTI MUKHERJEE**

M.A. in English

Sidho-Kanho-Birsha University Purulia  
West Bengal**ABSTRACT:**

*Mother Tongue always creates a great impact on children. It is often said that children should study in Mother tongue at the beginning so that they can easily understand everything. Now-a-days, teaching process has become bilingual & multilingual rather than monolingual. The linguistic experience of learning Mother Tongue helps them to develop future linguistic competencies. It is a matter of debate whether we should use mother tongue to teach English or not. This paper is a continuation of this controversy & aims to study the role of mother tongue in English language teaching which is significant & will also elaborate the methods of English teaching which employ mother tongue.*

**Keywords:** Mother Tongue, Bilingual, Multilingual, Medium of Instruction, English as Second Language, Native Speaker.

English has become a lingua franca with non-native speakers outnumbering native speakers. In 21<sup>st</sup> century world of globalization, English is a compulsory language for all students. The major purpose of teaching English is to make the non-native speakers an effective user of English language, to introduce the rich variety of English literature to the learners, to make them speak & think in English language fluently and accurately. English is the most accepted official language of administration and so to become employable, knowing English is compulsory as most of the companies require good command over English language. But it is also true that as English is a foreign language; its acquisition often seems very difficult for non-native users. Mother tongue will help them in this case. J. Harbord says: “If students are unfamiliar with a new approach, the teacher cannot or will not give an explanation in L1 may cause considerable student demotivation.”

In simple terms, mother tongue refers to the native language of someone. It generally refers to the language of one’s ethnic group. It is also known as First Language or Parent Language. It is called mother tongue because it is the language which a child learns at home usually from his/her mother. It is naturally acquired by a child & gradually he/she masters in it. It often becomes the indicator of his/her identity. According to Allen Kaziro, “The mother tongue may indicate a language that a person is as proficient in as any other local person who

speaks the same language & the language is common to that community, for example Luganda.”

### **Importance of Mother Tongue in a Child’s Development**

Rabindranath Tagore said: “Mother tongue is like mother’s milk in education.” It is an indispensable component for the overall development of a child. For example:

1. It is proved in research that the children who know their mother tongue properly, experience faster cognitive & intellectual development.
2. Mother tongue helps us to stay connected with our culture & native tradition.
3. It helps to develop critical thinking ability.
4. Knowledge of mother tongue also helps to gain interest in study.
5. Mother tongue can educate a large number of people those who have less exposure to official language.
6. Without learning mother tongue properly, a child cannot learn any other languages.

### **Necessity of Using Mother Tongue in English Teaching**

In non-English countries, where mother tongue is the main medium of education, teaching English communication is a great challenge for the teachers. The role of mother tongue is often discouraged by many critics when it comes to English language teaching. But this is not wholly true. The importance of mother tongue can be discussed through the following points:

1. English is a fearful language to most of the learners. Use of mother tongue will help to dispel the fear.
2. It will help the students to grasp difficult ideas easily.
3. It will inculcate curiosity & interest among the students.
4. If the teacher can use the rules of mother tongue & make them understand that English is a similar language like their mother tongue, then students can remember grammatical terms & rules very easily.
5. The teacher should first convey the concepts in mother tongue, then translate it into English & finally teach the students how to express ideas in English.

### **Methods of English Teaching Using Mother Tongue:**

In India, English is taught as Second language in every school. Teaching English is a complicated task as it is a foreign language to us. There are various methods & approaches to teach English e.g. grammar-translation method, direct method, bilingual method, situational method, etc. Here I will discuss those methods which value the use of mother tongue while teaching English to non-native speakers.

#### **1. Grammar-Translation Method:**

It is the ancient & classical method of teaching. The main features of this method are-

1. Grammatical rules are explained in mother tongue.
2. All instructions are given in mother tongue.
3. English is taught through the comparative analysis of mother tongue.
4. Words are taught through bilingual word lists.

**Advantages:**

1. Usage of mother tongue makes the understanding better.
2. Besides learning English, students can also learn the art of translation
3. In this method, teacher teaches English comparing it with the mother tongue. Thus this approach of moving from known to unknown helps to retain the content in memory for a long time.
4. This is a useful method for overcrowded classrooms.

**Disadvantages:**

1. It is impossible to translate everything in mother tongue. While using this method, the students expect everything to be simplified in mother tongue. When it is not fulfilled, some concepts seem difficult to them.
2. Target language is used very little.
3. It does not focus on the development of necessary skills like speaking & listening. The students hear mother tongue more than English in the classroom. So they avoid using English in every situation.

**2. Bilingual Method:**

This method talks about a restricted use of mother tongue only by the teacher & not by the pupils.

**Advantages:**

1. The students can easily learn the target language.
2. The students can learn abstract ideas easily when it is simplified through mother tongue.
3. It saves time & money.

**Disadvantages:**

1. The teacher should have thorough knowledge of both the mother tongue & the foreign language.
2. It can easily be confused with Grammar-Translation Method.
3. Often the target language is neglected.

**Conclusion:**

From the above discussion, it is clear that use of mother tongue is necessary to teach & learn English. But the teacher should use it very methodically because overuse of mother tongue will diminish the importance of English. The teacher should encourage the students to speak in English. He should also justify that English is easier to speak, read & write than any other languages & after learning it perfectly, the students can also speak in English as fluently as they speak in mother tongue. Thus it will help to strengthen the understanding of language & culture.

**REFERENCES:**

1. Bhoi, C. (2014). Role of mother tongue in teaching-learning English. *Indian Journal of Research*, 3(10), 57-58.
2. Cogo, A. (2012). English as a lingua-franca: concepts, use & implications. *ELT Journal*, 66 (1), 97-104.
3. Yadav, M.K. (2014). Role of mother tongue in English language learning. *International Journal of Research*, 1(11), 572-582.
4. Patel, M. Jain, P. (2008). *English language teaching: Methods, tools & techniques*, Jaipur: Sunrise Publication.
5. Murcia, C.M. *Teaching English as a second or foreign language*, Heinle & Heinle Thomson Learning.
6. Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.
7. Freeman, L.D. (2000). *Techniques & principles in language teaching*, Oxford University Press.

**ROLE OF PRINT MEDIA IN ENGLISH LANGUAGE LEARNING  
FOR ESL LEARNERS****Dr. DANDU SWAMY**Asst. Professor  
Department of English  
Girraj Govt. College  
Nizamabad**ABSTRACT:**

The print and the electronic media are emerging trends in teaching and learning English language. They play a significant role in teaching English classroom. The current issues and the happenings across the globe are influencing our lives as never before. Students are at an impressionable age and communicative language teaching has the advantage of using this aspect for the benefit of students who lack the initiative as well as the motivation to achieve their target in the present overtly competitive world. The research paper examines into the emerging innovative trends in English language teaching. The present research analyses the use of the media in educational contexts. It studies the growth of media use in India, especially print and electronic.

**Keywords:** Print, electronic media, English language classroom

Educational psychologists identified in the early seventies that newspapers, printed bulletins, application forms and formats should be taken seriously. The “Media is the Message” for the reading public. The media can be exploited extensively for the benefit of the learners for teaching the four basic skills of the English language, namely listening, speaking, reading and writing by using a combination of interesting methods and techniques. Language acquisition theories of Marianne Celce Murcia (1991) established clearly that innovative contexts should be created in the classroom. In their survey language items taken from newspaper proved helpful in teaching structures and also in improving different types of reading skills.

Our daily lives are so “interwoven with the media that we are scarcely aware of their presence and influence. The modern media of mass communication like news papers, magazines, books, radio, television and video are important sources of information. To these, devices telephones, computers etc, can be added” (Abercrombie, 1996). Various kinds of media have been used in different classroom settings researchers, throughout the world have attempted to determine the viability of media in the classrooms.

The regular usage of English newspapers in the classroom will inculcate many useful ideas and the habit of spontaneously picking up language. Students read newspapers for information, but they also learn a great deal without putting forth a lot of work. The following are some of the most important applications:

1. Learning a lot of Vocabulary
2. Increase in Reading speed

3. Process of learning becomes innovative and interesting
4. Offers a wide variety of information in every walk of life
5. Cost Savvy
6. Develop writing and listening skills
7. Learning grammatical structures
8. Learning Crafty words and constructions
9. Use of Idioms, Phrases and many new innovative constructions

Radio was one of the earliest media to be used in the classroom. Recently there has been a tremendous interest in the use of pop songs to teach second/foreign languages. The BBC, for example, broadcasts two programmes, “pop world” and “pop English” which attempt to teach English through pop songs. Researchers have found that songs can be used to teach any of the four skills of language – listening, speaking, reading and writing. Lowe, (1994), for example, found that by providing lyrics of songs to students and getting them to sing along enable them to master the supra segmental features of English.

### **The Objectives of the Research**

The present research work focuses on optimal utilization of Print and Electronic Media in enriching language skills of the students. Therefore, the objectives of the research are:

1. Importance of print media in language learning
2. Developing techniques for using print and electronic media to teach various aspects of the English language for effective communication.
3. Identifying authentic material for using as tools in teaching English in the undergraduate classroom.
4. How to teach effectively with the help of newspapers and print media

Goldman (1993) found that close captioning can be used to motivate intermediate and advanced level-students to improve their reading skills. Molen (1997) compared 10-12 year olds recall of print and television news. She found that the children who watched the news on television recalled more of the facts than the children who read the story in newspapers. In stark contrast to this, Krendl (1986) found that students thought television to be the least effective learning medium.

Like television, films and more recently video have been successfully employed in the language classrooms. Macdonald (1991) argues that video can be used to introduce ESL students to both language and culture. Salomon (1993) conducted a series of studies wherein he investigated the influence of print vis-a-vis video on learning among children in the age group 12-15. The studies investigated the effect of preconceptions held by children about learning from these two media.

In one of the studies, Salomon (1993) presented the same material in two different forms to two groups of 12-15 year old children. One group received print material, while the other received the same content in the form of video tape. The researcher hypothesized time and effort to learn in accordance with their belief in using a particular media. It was found that the children generally believed that it was easier to learn from video than from print.





Learning scores of the students from both the groups were compared at the end of the study. It was found that though the students associated the visual medium with the ease which it compared for learning print medium produce more inference generation.

At present there is a growing interest in using e-mail to improve students, language, especially in improving their-writing skills. In the studies conducted by these researchers e-mail was used to improve writing skills. Students e-mailed native speakers in the language that they were attempting to learn. The exercise resulted in greater cultural understanding along with a pronounced improvement in their writing skills. It has also found that the anonymity of hiding behind a screen enabled the students to write more quickly and fluently.

There are studies which suggest that technology doesn't reduce the chasm between haves and have-nots. On the contrary, it merely widens the already existing chasm Upendran, (1998). An office of Technology Assessment (1994) study concluded that students from high-income families have far more access to computers than their peers from low-income backgrounds.

The experiments that were conducted to assess the nature of the advantages of using the media in classroom learning – presented mixed results. Several studies conducted in the United States and in Europe indicated that the use of technology, especially computers, widened the gap between white and minority students Upendran, (1998). Even though the studies did not always demonstrate that the media were always useful and advantageous, policy makers all over the world have been trying to promote their use in the classroom. The Chanda Commission (1966), for instance which was appointed to study the status of television in India, in its report, highlighted the educational and instructional thrusts of televisions. According to a manifesto of the ministry of Human Resource Development, (1986) education will be enormously enriched if the teacher used audio-visuals aids along with the books and blackboard.

In India, several studies have been conducted regarding the effectiveness of media in the classroom. Pavel Neurath, (1968) conducted a study on the effectiveness of TV programmes telecast between 1964 and 1965. Mohanty (1990) compared the listening comprehension ability of primary school children in rural areas with their urban counterparts. Kalimuthu, (1991) made a comparative study of the effectiveness of learning through the visual media and print media among higher secondary students. Most of the studies undertaken focus on how the media promotes the language learning skills of the students but the teacher has seldom been the object of study.

Using news reports, movies, TV documentaries or radio talk shows can give students a deeper understanding of culture and lifestyle. And certainly the field of advertising provides a rich forum for further cultural explorations. But is it enough to simply use examples from the media to explore values. A veteran language teacher outlines why it's important and strategies that work. Both English for Second Language (ESL) theory and classroom practice point to an understanding of the target culture as a necessary element in second language learners' ability to master English. In this country, nothing offers a clearer window into our culture than the media. From Hollywood's entertainment and music industry to AOL/Time



Warner's CNN, America's pervasive media not only reflects our value system but also influences our society on many levels.

In so doing, it provides an excellent springboard for a broad spectrum of skill building activities for English language learners. Indeed, many ESL publishers have seized upon this notion by incorporating authentic materials from newspapers, magazines and other media sources. According to Nunan (1999), one of the three major principles of task design is authenticity, which suggests that learners learn a language in the same natural way as genuine language users do. Authentic resources in ESL/EFL classrooms have a number of advantages. First and foremost, they play an important role in positively encouraging English language learners and attracting them to focus more on learning English in a pleasant environment. Secondly, the learners show more interest on the materials since they have been selected and designed according to the learners' needs. They also encourage learners to engage enthusiastically in classroom activities. They also prepare students to do tasks in a setting that is conducive to learning.

Authentic resources are more directly related to the needs of learners because they create a link between the language classroom and the rest of the world." Authentic materials serve as a mediating artifact to contextualize language acquisition in situations where learners are familiar with TV commercials and weather reports.

Because newspapers and magazines consistently publish the most up-to-date news and information, English teachers can use them to motivate and pique the interest of their students. As a result, teachers should adapt information from existing English newspapers and periodicals to the requirements and interests of the students so that they would pay greater attention to the subject and engage more enthusiastically in classroom activities. As a result, it is the primary responsibility of teachers to generate the necessary authentic materials employing English newspapers and periodicals in order to pique learners' interest and urge them to learn the language with zeal and enthusiasm.

Media literacy is defined as the ability to interpret and create personal meaning from the hundreds, even thousands of verbal and visual symbols we take in everyday through television, radio, computers, newspapers and magazines, and advertising. It's the ability to choose and select, the ability to challenge and question, the ability to be conscious about what's going on around you and not be passive and therefore, vulnerable.

Media literacy did not spring up immediately. There was a lag time of about twenty years. According to Gary Ferrington, Director of the Media Literacy Online Project, it was during the 1970's that Media Literacy began as an educational practice. During that decade, educators recognized that non-print media employed unique visual and aural language frameworks to encoded information. The ability to read the text of a motion picture, television program, advertisement or photograph, for example, became important in an expanding definition of literacy.

And while ESL programs have been slow to follow, it is no less critical for second language learners to grasp these concepts. Marni Baker Stein is the Coordinator of Distributed

Learning at the University of Pennsylvania's English Language Programs. She believes a media literacy approach allows instructors to situate their instruction within the larger social and cultural structures to which they belong. This is far more effective and authentic than traditional media approaches. Indeed, ESL practitioners must empower learners to sift through the endless messages these media offer. In so doing, students will become better learners and speakers of English. They'll also become more informed citizens-of no matter what country they call home. Indeed, with so much happening in the world today, the use of the media has become especially relevant to students' lives.

Several instructional design models appropriate for humanistic multimedia Computer-Enhanced Language Learning (CELL) in a self-access environment for second language learning through listening and viewing comprehension have been published abroad. Many model presentations are grounded in socio cultural theory, and set against a background of research into the complexities of listening and viewing, individual learner differences and learning styles, characteristics of self-directed and autonomous learning and user-friendly instructional software design.

Computers give learners freedom to work at their own pace and level, and to receive immediate and personalised feedback. In terms of group dynamics, they enable learners to pool their knowledge in more effective ways and enhance peer correction and language repair work. For this reason, the term CELL is used here in preference to CALL (Computer-Assisted/Aided Language Learning) to recognize the enhancing role that computers play in the language learning process. All of this, of course, has been enhanced by the proliferation of the Internet. Now with a couple of clicks, teachers can challenge their students with the latest news article or video clip from a vast array of sources in this country and abroad.

It is concluded that the use of the media in the classroom makes a student totally independent of the teacher's language and thus the students enrich their own language learning experience as the media exposes them to multiple input sources. In our country, the teachers are often handicapped in many ways due to circumstances which are beyond their control and the students suffer as a result of the teacher's shortcomings. Exposure to media will help both the teacher as well as the taught and can revolutionize English language teaching from the primary to the University level.

## REFERENCES

1. Abercombie, N. (1996). *Television and Society*. Cambridge: Blackwell Publishers.
2. Government of India, (1964). Committee on Broadcasting and Information Media Reports. Chairman, Ashok Chanda, New Delhi.
3. Krendl, K.A. (1986). Media Influence on Learning. *Educational Communication and Technology Journal*.
4. Lowe, and L. (1994). Music, Meaning and Method. *Modern English Teacher*.
5. Macdonald Paul, S. (1991). *The Existentialist Reader*. Edinburgh: Edinburgh University Press.



6. Marianne Celce Murcia. (ed), (1991). *Teaching English as a Second or Foreign Language*. London: Heinle and Heinal.
7. Mohanty. (1990). *Multilingual Education for Social Justice Globalizing the Local*. Hyderabad: Orient Blackswan.
8. Nunan, D. (1999). *Second Language teaching and Learning*. Boston, MA: Heinle & Heinle.
9. Salomon, G. (1993). Beyond the Formats of Television the Effects of Student Pre Connections on the Experience of Televiewing. In Meyer M. (ed), *Children and the Formal Features of Television*, Munich, K.G. Saur Publication 1993.
10. Upendran, S. (1998). Media Revolution: Waiting for Godot? In Tirumalesh, K.V. (ed). *Language Matters: Essays on Language, Literature and Translation*. Mumbai: Allied Publishers Ltd.

**ANALYSIS OF IMPRESSIVE SCHEMES IN ENGLISH LANGUAGE TEACHING****Dr. Ch. JAIWANTH RAO**Asst. Professor  
JNTUHCEJ  
Nachupally  
Kondagattu  
Jagtial Dist**ABSTRACT:**

*English language teachers have a very limited set of teaching approaches to use in their classrooms. Should all of the classrooms be taught using old or modern methods? What are the traditional and schematic approaches for teaching English in the classroom, and how do English teachers employ them? The purpose of this study is to provide a critical overview of the history of language teaching approaches.*

**Keywords:** English language, teaching methods, techniques, discussion

There are many teaching methods in which “some methods can share a number of techniques and, though some techniques have developed autonomously, the most important ones start from the main methods” (Hubbard, 1983). Among the approaches widely employed by English teachers are the grammar translation method, the direct method, the audio-lingual method, the silent way method, community language learning, entire physical reaction, communicative language education, and so on. Following is a list of the methods that have been evaluated:

**The Grammar Translated Method:** The Grammar Translation Method is one of the most straightforward approaches for teaching English. The teacher presents some grammar principles explicitly at the beginning of class, and then the rules are reinforced with numerous examples and tasks later on. The mother tongue is the most important; translation is very important, and oral communication is a close second. This strategy is preferred by both English teachers and students because both enjoy speaking their original language. Learners become accustomed to this strategy quickly, and they are therefore mentally equipped to understand English grammatical usage. Stern (1983) appropriately describes the fundamental step of an ordinary grammar translation technique as “a presentation of a grammatical rule, followed by a list of vocabulary, and lastly, translation exercises from selected texts.” Translation, extracting information from paragraphs, and determining antonyms and synonyms for words or groups of words are some of the primary approaches used in this method. Learning spellings, understanding grammar rules, and filling gaps in sentences with new words are some of the other strategies. When English medium schools and universities were founded, this method was criticized because it did not place a strong emphasis on speaking skills. The most important reason is that vocabulary is learned from a specified

book rather than from conversational communication. The number of rules is higher, but the number of people who comprehend them is lower.

**The Direct Method:** When grammar translation fails to improve students' communication skills, the direct method takes over. Form and meaning, as well as direct exposure to the target language, are inextricably linked. Learning takes place spontaneously, rather than through the application of grammar and rules. Language is addressed in this way so that it can be practiced orally. In the classroom, native languages are seldom utilized, and oral communication skills are honed by highlighting dialogues. The lessons start with a dialogue in the target language that is written in a modern conversational style. In general, material is presented first and then explained later. The target language is used to respond to questions. Rather of producing grammatical rules, the method focuses on the practice of grammar. W.F. Mackey (2009) points out the main characteristics of this method as: "there is an ample scope for the use of everyday vocabulary and structures; grammar is taught by creating situations through visual presentations. There is ample scope for extensive listening and imitation until form becomes automatic."

**The Audio-lingual Method:** The audio-lingual method is an oral-based strategy, similar to the direct method. It teaches pupils how to construct sentences using grammatical patterns. This approach was updated to include behavioral psychology principles. To become target language speakers, learners must overcome the tendency of speaking in their original language and acquire new habits. It's critical to create habits. The technique encourages mimicking, memorization of specific phrases, and over learning because it is based on the concept that language learning is habit building. One of the most crucial actions in this strategy is memorizing dialogue. Many of the principles of the Direct Method were applied in this method.

**The Silent Way Method:** Gattegno Caleb invented the 'Silent Way' approach (1976). Because it shares some of the same ideas as the Cognitive Approach, it might be referred to as such. Teachers do not use the colloquial language in this manner. It will encourage learners to focus their attention on reading if teachers provide basic linguistic settings for learning a new language. Memorizing a language is more like learning a set of rules than a habit. From easy to difficult, it has a progression. Inductive learning is encouraged because learners are encouraged to learn rules through instances. They will have complete learning freedom and will not be limited in any way.

**Community Language Learning:** Learning a language in a community is both cognitive and affective. The basic premise of this method is to assist learning by establishing an interpersonal interaction between the teacher and the pupils. Automatically, the focus transfers from words to phrases and finally to communication. This strategy is particularly useful for intermediate and upper intermediate students, as it allows them to interact socially with others outside of the classroom. The students are regarded like clients rather than students. Instructors who are natural speakers of the language are not considered teachers. They provide kids the opportunity to converse a lot so that their language abilities grow, and they provide counseling so that crucial evaluations may be made. The English instructor tells

the class a storey that is based on their suggestions. He may select a student to stand behind him and begin the activity by posing questions based on the previous read storey.

**Total Physical Response:** According to James J. Asher (1996), the Total Physical Response (TPR) approach is one that uses the kinesthetic sensory system to combine information and abilities. This combination of abilities enables the student to absorb information and skills quickly. As a result of this achievement, there is a high level of motivation. “ Prior to speaking, students’ grasp of the target language should be cultivated. They can learn by watching other people’s actions. It is required of them to memorize predetermined procedures. They must learn to grasp unique combinations of target language chunks with a high degree of flexibility. Both the teacher and the learner have the option of adding new sentences to the command.

**Communicative Language Teaching:** In recent years, communicative language instruction has gained traction over other approaches. The four linguistic skills are emphasised in CLT. Because the ultimate goal of learning a language is to be able to speak it, this method encourages them to become proficient in all four abilities. Despite knowing English grammar rules, students never speak the target language. They clearly have a terrible command of the English language. They use simple English words and phrases like welcome, good morning, have a lovely day, all the best, and so on, but this isn’t enough to converse properly with others. A situation is presented through a brief chat followed by a motivational activity that connects the dialogue to the learners’ previous experiences and interests. On the level of language theory, the communicative approach can be described as rich and diverse, as it promotes the following main aspects (Richards and Rodgers, 1986):

1. Language is a means of expressing one’s thoughts and feelings.
2. Language’s main purpose is to facilitate communication and engagement.
3. Language’s structure reflects the functional and communicative purposes of the language.
4. The primary units of language are functional and communicative meaning categories as exemplified in discourse, not just its grammatical and structural properties.

Two questionnaires are prepared. One is for teachers and the other one is for students. The questionnaires are given below. They were distributed to 10 teachers and 50 students. The analysis of the questionnaires is given in detail.

### Questionnaire

*(For teachers)*

1. Which of the following methods is very suitable for your class?
  - a) Grammar translation method
  - b) Direct method
  - c) The Audio-lingual Method
  - d) Communicative language teaching

2. Do you think to follow one method in your class?
  - a) Yes
  - b) No
  
3. Do you think the teacher should remember the methods or techniques, while teaching English?
  - a) Yes
  - b) No
  
4. In which of the following methods, your students enjoy the class?
  - a) Grammar translation method
  - b) Direct method
  - c) The Audio-lingual Method
  - d) Communicative language teaching
  
5. Are there any challenging activities for the teachers while teaching?
  - a) Yes
  - b) No
  
6. Do you think which of the following methods improve speaking skills more?
  - a) Grammar translation method
  - b) Direct method
  - c) The Audio-lingual Method
  - d) Communicative language teaching

### **Questionnaire** *(For students)*

1. Have you observed teaching methods that your teacher follows?
  - a) Yes
  - b) No
  
2. Are you happy with direct method
  - a) Yes
  - b) No
  
3. What would you expect from your teacher
  - a) Communication skills
  - b) Teaching skills
  - c) Subject skills
  - d) Motivating skills
  
4. What do you want to learn in an English class?
  - a) Learn speaking skills
  - b) Learn reading skills
  - c) To know grammar



- d) To get subject
5. What have you learnt mostly in English language classrooms?
- Subject knowledge
  - Language skills
6. What do you want to get from English classrooms?
- Marks
  - Subject
  - Marks and subject
  - None of the above

More than 48 percentage of teachers accepted that direct method will be useful for them. 26 percentages of teachers said that grammar translation method is good and the rest of the answers are like: The audio lingual method and communicative language teaching got 12 and 14 respectively. The question “Do you think to follow one method in your class?” is somewhat difficult question as per the teachers. 61 percentage of teachers said that applying methods and teaching in English language classroom will help the teachers and students. They said that the methods allow them to plan for the class. The rest of the teachers answered that no method will help the students. The teachers should come out directly without any plan.

Thirty nine percentages of lecturers said ‘yes,’ the teachers must remember what method they follow while teaching. They said when they remember, they are able to explain in a proper way. The remaining teachers answered that it is not compulsory to remember the method. While teaching they said that teacher should act like an actor in the classroom. The rules, methods, and techniques would encourage teacher to excel in their field but not to follow and remember while teaching. Indeed, a real and genuine teacher would involve in the teaching very quickly.

Thirty four percentages of teachers answered that grammar translation method makes the class enjoyable as cultural and linguistic changes occur. The students are habituated to use their mother tongue. Most of the times, the teachers make them happy by using local language whenever they need. Twenty two percentages of the teachers preferred to Direct Method, thirteen percentages of teachers and thirty one percentages of teachers liked the audio lingual method and communicative language teaching. Forty two percentages of teachers said that they faced many challenging activities like language problems and communication problems from the students. The remaining staff said that they haven’t faced the problems. More than eighty percentages of students said that communicative teaching will improve the speaking skills of the students.

Students said that they hadn’t observed the teaching methods carefully as they involved in learning language. More than 60 percentages of students said that they aren’t happy with direct method. They like local language in English classrooms when they don’t understand English directly. A number of students expected communication skills from their teachers as students want to improve them. They would like to learn speaking skills. They said that they

have learnt subject knowledge from their English classes. They would like to get subject as well as language skills from the classes.

To conclude, all the conventional and modern teaching methods are helpful to the learners in language learning but there is no best method in the world. Saraswathi (2004) argues that “There is no best method. The history of language teaching presents a fascinating variety of methods. If there are such a variety of methods, which one are we to choose? There is no definite answer to this question, what works with one learner may not work with another. One may be a wizard in grammar but another may just hate it. Others might enjoy memorizing sentences.” Mitchell and Myles (2004) aptly say that “there can be ‘no one best method’...which applies at all times and in all situations, with every type of learner.” The background knowledge such as economical and intellectual quality of the learners is different from one to one and so their language is also dissimilar although they belong to the same age group and class group. Nunan (1991) also accepts that there never will be a “method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which are also in keeping with the dynamics of the classroom itself.”

## REFERENCES

1. Asher, James. (1996). *Learning another Language through Actions: The Complete Teacher's Guidebook*. Los Gatos, CA: Sky Oaks Productions.
2. Bhat, Sharada V. (1998). *ELT Methods and Materials: A Critical Study*. Udaipur: Himanshu Publications.
3. Bhatia Kamala and B.D. Bhatia. (1972). *The Principles and Methods of Teaching*. Delhi: Doaba House Publishers.
4. Breen M.P. and C. Candlin. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1 (2): 89-112.
5. Gattegno, Caleb. (1976). *The Common Sense of Teaching Foreign Languages*. New York: Educational Solutions.
6. Hubbard, P. et al. (1983). *A Training Course for TEFL*. Oxford: OUP.
7. Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching*: Oxford: OUP.
8. Mackey W.F. (2009). Language Teaching Analysis. In Yardi V.V. (Ed.), *Teaching English in India Today*. Aurangabad: Saket Prakashan.
9. Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice-Hall.
10. Richards, J.C. and T.S. Rodgers. (1986). *Approaches and Methods in Language Teaching. A Description and Analysis*. Cambridge: CUP.
11. Saraswathi, V. (2004). *English Language Teaching: Principles and Practice*. Chennai: Orient Longman.
12. Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: OUP.
13. Verghese C. Paul. (1990). *Teaching English as a Second Language*. Delhi: Sterling Publishers Pvt.Ltd.

**COMMUNICATION SKILLS IN ENGLISH:  
OVERCOMING BARRIERS OF SPEAKING SKILLS****S. KAVITHA**

Assistant Professor

Pingle Govt. Degree College for Women

Hanamkonda

Warangal Urban

**ABSTRACT:**

*English is the language of international communication. It is the language of media, internet, science, aviation, computer, diplomacy and tourism. It plays a vital role in the lives of the people. Proficiency in English has become essential in the global job market. English serves as a common, link language in India. No other Indian language has replaced English as an official language. It helps the people to progress in personal life and professional life. English has been taught as a compulsory subject and medium of instruction in India in educational institutions at all levels. Despite attending English classes from elementary school level, students are not able to communicate in English language. Students fail to speak in English even after the successful completion of university education. The present paper focuses on the hurdles encountered by the rural students while learning English language. It also explores the reasons for the failure of the students in communicating in English in spite of academic excellence.*

**Key words:** Communication skills, rural background, barriers, technology, competency.

**Introduction:** Language is a powerful medium of communication. English language holds a place of high prominence not only in India but also in the whole world. English, being an international language, is spoken in many countries both as a native language as well as a second language. Though the language was introduced by the British for various administrative and trade and commercial reasons, it has gradually become the most common means of communication among the people of India with different mother tongues. English is a widely employed language for personal communication and in various social domains, including the internet and for other professional reasons.

According to Newman and Charles Summer, “Communication is an exchange of ideas, facts, opinions or emotions of two or more persons”. Communication is a process of passing information and understanding from one person to another person as written by Keith Davis. Skill is the ability to do something well. English has been taught in Indian Educational institutions since it was introduced right from the elementary school level to undergraduate



level in almost all states as a second language. In Spite of continuous learning of the language for more than a decade, students are not able to communicate in English. It is the time to retrospect what has been taught in English language classrooms and what are the methodologies adopted by the teachers during the teaching learning process.

India is a multilingual country. Every regional language has different dialects. All these languages have been spoken by the people of India for many decades but no Indigenous language has come up to replace English language either as a medium of communication or as an official language in India even today. It serves not only as a link language but also has become a prerequisite for employment in modern times. Hence it has become a necessity for the students to acquire the English language to face the competitive world.

A survey is conducted on the students of rural areas at Undergraduate level the following difficulties that come in the way of teaching, learning and understanding English language as far as four skills are concerned are as follows.

**Listening:** Continuous exposure to language enables a person to understand the language gradually. A child learns to comprehend the language spoken by the family members when continuously exposed to the language spoken by the family. The child neither learns the alphabet nor the sentence patterns of his/ her mother tongue but learns to understand the language of its mother nor responds sensibly. As the students from rural backgrounds are not exposed to the language they are unable to comprehend. Most of them are first generation learners. Translation methods are used while teaching English in most of the schools for the students from Telugu as the medium of instruction in rural areas. When a direct method is used at undergraduate level, they are at a bay. They remain passive and uninterested and inattentive in the classroom. Hence students must create an environment by continuously exposing themselves to the target language.

**Speaking:** Speaking skill is one of the most neglected of all the language skills. Students' performance in speaking skills is not assessed in the English language classroom. Students are not involved in the language learning process. Traditional lecture method is followed by most of the college teachers. Students have absolutely no role to play in the conventional lecture method. Even if students are given an opportunity to speak in the classroom, they will not come forward due to fear factor and lack of confidence. Students never take any initiative to open up conversation in English because their performance in speaking is not assessed. When they think of speaking in English, they get all the grammar topics particularly tenses into their mind.

Students are often confused with different topics such as voice, reported speech, degrees of comparison and synthesis of sentences. They cannot make out the difference between these topics. So they feel that they cannot overcome the fear. They often feel inferior when they compare themselves to the students from urban backgrounds, who can converse better in English language. Students can learn the language by putting simple efforts. Students can learn to speak in English with basic grammar and few sentence structures. They should not aim at fluency initially. They can just speak presentable English. They can overcome their



fear only if they practice speaking in English. They can learn new words with their meanings and pronunciation and improve their vocabulary gradually.

**Reading:** Famous essayist Francis Bacon in his essay has written that, “Reading maketh a full man”. Present generation has lost the habit of reading. They are often distracted by the electronic gadgets and spend their time watching Television, YouTube, Whatsapp and various other Apps as they have access to mobile phones. They are the most disadvantaged generation if they don’t have self control over these electronic gadgets. Reading habit is replaced by various other forms of digital entertainment. Reading sharpens the brain and improves the imagination and creativity. Though reading comprehension has been part of the curriculum and examination pattern right from high school level to undergraduate level, students from rural backgrounds are unable to comprehend. Reading comprehension has been assessed in almost all competitive exams, they fail to score full marks in it. Students are not made to read aloud in the classrooms. Hence their pronunciation is poor. Although phonemic sounds are included in the curriculum, they do not practice sounds as they cannot pronounce them correctly.

**Writing:** Writing is the only skill that has been considered for evaluation. Students’ creative writing has no place in the curriculum. They mug up the essays and reproduce them in the examinations conducted by the university. Internal exams are conducted for 20% of the total marks. Written exam is conducted and the scripts are evaluated and marks are allotted and uploaded. Instead of assessing the writing performance, speaking skills of the students may be considered for assessment. Topics such as email, letter writing, report writing, paragraph writing, note making etc are learnt and practiced and included in the exam pattern. Remaining three skills are not considered for the evaluation in the examination conducted by the university.

Students from the vernacular background encounter various other problems other than the problems mentioned above while learning the English language. One of the major problems is the interference of the mother tongue. Students naturally have command over their mother tongue. Elizabeth Grace Winkler says, “Native speakers of any language are capable of making grammatical judgment about their language even if they have never had a linguistic class” (Grace Winkler, 2008). They have the set of grammar rules of their mother tongue in their mind. When they try to communicate in English they tend to apply these rules.

Learning a second language means acquiring a system of rules, about which they have very little or no knowledge of. They do not have proper knowledge of pronunciation, spelling and grammar rules. Hence they lose interest in the subject and their ultimate aim is just to clear the exams. It becomes very difficult for them to learn. Even if these rules are learnt, the application of these rules while speaking is yet a Herculean task for them as they have no idea of sentence structures. There is a vast difference in the sentence structures of mother tongue (Telugu) and English language. Hence they hesitate to initiate the conversation in English with their peers.

For example: Usually the sentence pattern for the declarative sentence in English language is subject + verb + object.

- Ex. 1. Medha is reading a book. (English)  
Subject + verb+ object
2. Medha book chaduvu thunnadhi. (Telugu)  
Subject + object + verb

If we observe the above sentences we find that in sentence one, the subject is followed by the verb and then object in English language. The second sentence in Telugu language, the subject is followed by the object and then with verb. If the student forms a sentence in Telugu and translates it into English then we get the following sentence which is incorrect.

3. Medha book reading.

The same problem arises even in interrogative sentences also.

What is your name?  
Wh word + verb + subject + object

Ni peru enti?  
Subject + object + wh word

We get the following sentence in English if we translate from Telugu.  
Your name what? Which is also incorrect?

Hence students cannot frame correct sentences if they try to translate sentences from their mother tongue into English. Instead they can learn a few sentence structures and practice them. They should try to understand the difference between the grammar rules of their mother tongue and vernacular language and practice accordingly thereby they can learn to speak correct sentences.

Students can make use of the internet to learn English. They can watch YouTube videos on language learning instead of spending time chatting through Whatsapp and watching the unnecessary entertainment programmes on television, YouTube and other digital games. Most of them have access to smart phones as they are attending online classes during Covid times, they can explore various e- resources that are available and learn the target language.

### Remedies and Suggestions

1. Students should motivate and practice to speak in English with a positive mind, keeping in view the dire necessity of communication skills as it is mandatory for employment. They should put their maximum efforts and only through continuous practice can they overcome the fear.
2. Though they are not exposed to the language, they can create the environment either at home or in their educational institutions and seize the opportunity to speak with their peer group, friends and siblings.
3. They should not try to follow grammar rules scrupulously but should go on practicing the target language winking at the rules. They should aim to speak presentable

English rather than perfect English in the initial level. Later on proficiency may be acquired.

4. They should expose themselves to the target language by watching English channels and listening to the language attentively. Listening helps the students not only to comprehend the language but also they can learn the right pronunciation.
5. Reading skills can be acquired by reading English newspapers daily. The sentence structures and the language can be observed and learnt. They can read any text in English aloud for five minutes and record it in the mobile phone thereby improving their pronunciation and rectifying their mistakes.
6. They should explore various e-sources in the digital platform as they have access to smart phones.
7. Students should seize every opportunity to speak in the college on every possible occasion. Participate in the classroom activity whether it is reading, speaking or any other activity related to language learning.
8. Regular practice surely helps in learning the target language.

Though rural students face a number of challenges while learning English language, if it is learnt with enthusiasm and interest easily they can overcome all the barriers. As more communication channels are available they can make use of them, and they don't need much technology to get access to these channels. Attempts should be made to speak simple English. Along with academic excellence the students must acquire language skills. Only then they can face the corporate and competitive world. They should not learn the language as just a subject but acquire the skill of communicating with others as it improves the interpersonal relations both in the family and at the workplace. Proficiency in the language builds confidence and earns respect. Effective communication skills make a person fit for the global job market.

### REFERENCES

1. Bacon, Francis. (1958). "Of Studies." *Eight Essayists*. Cairncross. A.S. Laxmi Publications Pvt Ltd.
2. Crystal David. (2007). *English as a Global Language*. Cambridge University Press, UK.
3. Grace Winkle, Elizabeth. (2008). *Understanding Language*. Continuum International Publishing Group, London.



## METHODS OF TEACHING ENGLISH

**Dr. I.M. KHAIRDI**  
Assistant Professor  
Dept. of English  
C.B. Khedgi College  
Akkalkot  
Dist. Solapur  
Maharashtra

**ABSTRACT:**

*Indians came in contact with the English language since the establishment of East India Company in the year 1612. Indian independence changed the status of English, but it did not affect the place of English in Indian life or education. English was no longer the language of rulers. But it continued to be the language of elite. In 1813, English language was introduced as a medium of instruction at all the levels of education. Even though English was accepted as Associate Official Language, it did not mean that it was to be accepted as a medium of instruction in Indian schools. Mother tongue is thought to be the best medium of instruction as one can express oneself with clarity, precision and vigor in thinking. Scientific and technical knowledge is also made available in mother tongue which facilitates development of the talent and the progress in language. With the spread of information technology every type of advanced knowledge is stored only in English. All software for multiple functions in education, trade, commerce and industry is available only in the English language. Introduction of computer games and computer aided instruction, right from first standard are available in English medium schools. Hence more and more parents are attracted towards English medium schools. Due to the advent of foreign university, with their attractive courses and weightage which is given to the degrees of foreign university in the job market, importance of English has increased more than ever before. Indian people consider English as a second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, it means that students should be able to understand speak English, read and write English.*

**Keywords:** Importance of English, new age's language, medium of instruction of scientific and technology subjects, universal accepted language.





Mankind in the early ages observed other living creatures making noises to communicate their feelings. Gradually, human beings also acquired the skill of communicating a large number of things through what we now call language. Human beings alone have the complex skill of using language through speech and writing. We use our vocal organs to make different sounds, sound clusters, words, phrases and sentences. Language plays an important role in human life. We try learning and using language as a mean of communication as well as a social symbol of humanity. By using the language, one can make statements, convey facts or information, explain or report something and maintain social relations. English is considered to be an international link language. It is very popular and is widely used by most people in the world. English is available to us as a historical heritage of British Empire in addition to our own languages. We should make the best use of English to develop ourselves culturally, scientifically, technologically and materially so that we can compete with the rest of the world. No language on earth is static. Every language is undergoing changes in its grammar, vocabulary, structure and phonology with the course of time. English is a varied language that has absorbed vocabulary from many languages of the world.

English is the most dynamic language of the world. English is a highly creative language, that's why it has the richest literature in the world. A writer or speaker can write or speak something he has never written or said before. English literature has a wide variety of prose and poetry, fiction and non-fictional writing, such as; novels, short stories, travelogues, fairy tales, science fiction, drama, songs, etc. Because of the creative power of English, English literature is very easy to listen and read. Pandit Nehru had rightly said, "English is our major window on the modern world." English is a window through which we can see the scientific, technological, agricultural and commercial developments taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity. English plays an important role in the social life of the country. The highly educated and sophisticated sections of our society find it more convenient to talk in English. Invitation cards are mostly printed in English. People generally put their signatures in English. People use thousands of English words in their day to day language. Bills in almost all the shops are given in English. In the present context, English has acquired the place of the Second language in India for its national and global importance as a language of knowledge, communication, education, business, trade, commerce, science, technology and a window on the modern world. Therefore, English has been used by Indians for utilitarian purposes, such as; for social, commercial, official and educational activities within the country and abroad, for listening to the national and global broadcast, for reading newspapers and books and to travel across the country or world. At present, English is one of the most important and growing subjects in our Schools and colleges and it is also present in our curriculum. Moreover, many schools are adopting bilingual programs. Though there is abundant legislation stipulating how teachers must proceed and how they should incorporate the different approaches and methodologies, it is the teachers themselves who are expected to design and plan the lessons.

While traditional methodologies such as the audio-lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom. The communicative approach, which was in vogue in the late '90s, is still widely considered as the latest advancement in modern language teaching.

Learning a foreign language as if it were a mother tongue would be the ideal way, since the need to learn grammar and structures would be obviated. This is difficult if the teachers themselves are non-native and is therefore one of the most complicated aspects.

Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method.

The future employment of our youth depends to a great extent on being fluent in more than one language. In fact it is now a minimum requirement in the labour market. Thus, both learning and teaching English are essential since is the official language in many countries and the language used for business and international relationships.

**The Grammar-Translation Method:** It is based on learning grammar rules and vocabulary of the language. This was the predominant method in Europe during the nineteenth century. Some of its main proponents are Seidenstücker Johann, Johann Karl Plötz and Meidinger (Stern, 2001).

One of its main objectives is that students become able to translate from one language to another. Reading and writing basically works, leaving aside the more oral expression and comprehension. Classes focus on the teacher, who provides grammar rules and vocabulary to be memorized. Grammar is taught with explanations in the native language and only later applied in the production of sentences through translation from one language to another. The sentence is the basic unit of learning and practicing the language.

Most sessions are based on phrase translation from one language to another. The student's native language is the medium of instruction, that is, it is used to explain new items and to make comparisons between the target language and the native language. In this method, while the textbook is used, the teacher will translate every word and phrase from English into the mother tongue.

Translation from one language to another is a very important goal that students should acquire. Authority in the classroom is the teacher and key skills to be learned are reading and writing. It is a way to study the language used by the detailed analysis of grammar rules, and focuses on the translation of phrases and texts of the language being learned. The mother tongue remains the reference system in the acquisition of the second language. The students' native language is the medium of instruction. It is used to explain new items and to make comparisons between the language learned and mother tongue.

Most lessons are based on translation into the mother tongue. The selected vocabulary is based on the texts used and is taught through a list of words with its translation equivalent. Students memorized this method has some disadvantages, among which we highlight that it gives students the erroneous idea that a language is a collection of words that are isolated and independent. The method also decreases student motivation since it leads to frustration and boredom. Equal relevance is not attributed to the four major skills of language learning:

listening, speaking, reading and writing. This method involves less preparation of didactic lectures by the teacher, and teacher's ability to speak English correctly is not taken into account.

**The Direct Method:** The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz (Richards & Rodgers, 2001). The appearance of this method was a response to dissatisfaction with the grammar-translation method. Teachers should encourage direct and spontaneous use of the language learned in class. Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips. It involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation. Students must devote much class to oral practice. Correct pronunciation is emphasized. The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas. Communicative skills are taught gradually using question-answer exchanges between teacher and students. . Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language. Both oral production and listening comprehension are taught. Only learn the vocabulary and phrases every day during the initial phase of the class, in the following phases grammar, reading and writing is introduced.

**The Audio-Lingual Audio-Visual Method:** As Direct method had serious drawbacks, the Audio-Lingual Method came into existence. It was popular during the 1960s, especially in the United States. The other reason for the development of the Audio-Lingual Method was that the United States emerged as a major international power after the World War II and the demand for teaching English to immigrants and foreign learners also grew up. The Audio-lingual Method appeared as a result of the need to possess good oral and aural mastery of a foreign language during and after World War II. We find this method named in different books of the 60s. Its well-defined principles were developed by Moulton, between 1961 and 1963 (Stern, 2001). The Audio-lingual Method declined as the learners could not apply skills learned in the class in real life situations. Theoretically, Noam Chomsky, a noted linguist, argued that languages were generated from the learners underlying knowledge of abstract rules. The material presented is based especially on dialogues and exercises as major learning techniques. In this method, the use of the mother tongue in the classroom is not recommended, although the use of the mother tongue in the classroom or materials is not as restrictive as it is in the direct method. The Audio-lingual Method has introduced memorizing dialogues and imitative repetition as specific learning techniques. It is an interpretation of learning in terms of stimulus and response. The lessons are organized by grammatical structure and presented through short dialogues. Generally students repeatedly hear different conversations and focus on mimicking the pronunciation and grammatical structures in these dialogues. Simple and active practice is emphasized. The intention is to prevent learning the language from being a mental burden and make it a relative effort through repetition and



imitation. Importance is given to correct pronunciation, rhythm and intonation. Dialogue is the way to present vocabulary, structures, and is learned through repetition and imitation. Interaction occurs between student and teacher. The student imitates the teacher. The teaching methods are geared to provide students with a native-speaker model. The teacher leads guides and controls the learning of students in the target language. Mistakes are carefully avoided because they lead to the formation of bad habits. Listening and oral production should be taught before writing and reading. Instructions and exercises are given in the target language.

**Total physical Response:** The Total Physical Response method was developed by James Asher in 1960 (Richards & Rodgers, 2001). It is based on the psychological theory that memory is increased when stimulated by the association of motor activities for language learning. Imperatives and commands are used in activities developed for this method. This method is based on the coordination of language and physical movement. Learners act according to commands given by the teacher. The learners learn 12 to 36 words in an hour of teaching. Teachers are advised to treat learners' mistakes empathetically like a parent. In the beginning, teaching-learning aids are not necessary to teach lessons. As learners progress in terms of proficiency, a teacher may use items s/he finds in the classroom. They are used for physical activity and action in students. Other class activities include role-playing and games, which focus on the kind of situations which may occur in everyday places like restaurants, supermarkets or the home. To give feedback to the students, the teacher should follow the example of feedback that parents give their children. At first the parents correct very little, but as the children grow up, the children tolerate fewer mistakes in speaking. Thus, the teacher must avoid over-correcting in the early ages and avoid interrupting the students with corrections since this may inhibit them. The child develops listening skills before speaking skills in the initial phases of language acquisition. At this stage, children can understand complex expressions that they cannot produce or imitate spontaneously. Once listening skills are acquired, speech evolves naturally and almost effortlessly. Oral comprehension is acquired in children because they are prepared to respond physically to spoken language in the form of orders. In the early stages of learning, the teacher's voice, actions and gestures can be sufficient for the class activities. As the course develops, the teacher will need more materials to support learning.

**Communicative Language Teaching:** According to Richards and Rogers (2001), a group of renowned linguists, such as Widdowson, Candlin, Christopher Brumfit and Keith Johnson, among others, all of whom are well-known for their work in this field, contributed to the Communicative Theory Method on the basis of work carried out by linguists such as Firth and Halliday. It accentuates interaction as the means and the definitive objective of learning. Language learners in CLT learn and practice English through interaction with one another and the teacher. Learners talk about personal experiences with peers, and teachers teach topics which encourages language skills related to various situations. The most important goal of CLT is to enable the learners to communicate in the target language. This approach does not use a textbook to teach English but develops oral skills before moving to reading and writing. During the 1960s, Noam Chomsky focused on competence and performance in language learning, which gave birth to CLT. In the 1970s, linguists, Michael Halliday and Dell Hymes laid down the conceptual foundation for CLT. Communicative language teaching

sprang to popularity in the 1970s due to the failure of conventional language teaching methods, and rise in demand from society for effective language learning. The main focus is on helping students to create meaning as opposed to helping them to acquire precise grammatical structures or acquire a level similar to that of a native. It is aimed for students to acquire the language by focusing on the development of communicative competence. To achieve this goal, teachers use materials that focus on the need to express and understand. Great importance is given in helping students to use the language learned in a variety of contexts. Particular emphasis is also placed on learning language functions, especially the communicative function. They believe that the main goal in the learning process is the acquisition adequate skills in the use of language as a means of communication. The main objectives of this method are the development of communicative competence in students, giving equal emphasis to the four language skills: speaking, listening, reading and writing, Involving students in the learning process. According to Communicative Language Teaching method, language is used in four different ways. These ways are also called competences:

1. **The Discursive Competence;** refers to the student's ability to use the new language in speaking and writing. Teachers often call this skill fluency.
2. **Grammatical Competence;** refers to the ability to use the language correctly, using the rules and features of the new language. This competence is also often called precision.
3. **Socio-linguistic Competence;** the student's ability to use language correctly in specific social situations. It is also known as adequacy.
4. **Strategic Competence;** refers to strategies for effective communication when the student's vocabulary is insufficient and requires learning strategies. It is also known as efficacy.

**Natural Approach:** Stephen Krashen and Tracy Terrell developed this approach during the late 1970s. After its formulation, they further developed the theoretical basis of this method. Terrell and Krashen published the results of their work in, *The Natural Approach* in 1983. It was mainly intended for learners at basic / beginners level.

The main objective of the approach is to promote language acquisition in a classroom in a natural way. Therefore, it gives more importance to vocabulary, creating intrinsically motivating situations, communication, exposure to English input, reducing learners' anxiety than on grammar-learning and error-correction of learners. The learning environment is made comfortable. The learner's produce language as when they feel comfortable after receiving sufficient comprehensible language input.

**Task-Based Language Learning:** This approach was created by Prabhu (1987) and was created to fill the gaps of the communicative approach (Richards & Rodgers, 2001). It tries to define what should be taught from an analysis of language as a tool for communication, not as a formal system. It is based on an approach where various tasks as the central unit of planning in learning the language are used.

It is an organization based on teaching communicative activities that integrate and promote different processes related to communication. In the classroom students must also deploy

other strategies used to solve specific problems in relation to the proposed task. It focuses not on syntactic structures or functions but on activities using the language. And since learning processes necessarily include communication processes, then the approach aims to promote learning through actual use of the language being learned in the classroom, going beyond the manipulation of units of different levels of description. The main features of this approach are as follows:

1. It is representative of communication processes in real life.
2. It involves all students in understanding, producing or interacting in the target language.
3. It is intentionally directed towards language learning.
4. During the activity, the student's attention is more focused on handling information (meaning) in the form (linguistic content).
5. Development involves some educational values (autonomy, creativity, responsibility and reflection on the learning process). Great importance is given in helping students to use the language learned in a variety of contexts. Particular emphasis is also placed on learning language functions, especially the communicative function. They believe that the main goal in the learning process is the acquisition adequate skills in the use of language as a means of communication.

**Deductive Method:** It is one of the methods to teach grammar. It is used with learners who have acquired some English. In this method, the teacher explains the rule first and then gives examples. Later, the teacher helps learners to apply the rule showing pictures, asking them to do some tasks, etc. Attention is paid to subject and predicate agreement. There are no activities to practice the grammar item.

**Inductive Method:** It is one of the methods to teach grammar. In this method, the teacher provides examples first, and then, formulates rules based on the examples given. Teaching and learning are made interesting using contextualized situation. Plenty of practice is given. Teachers must be accurate **in** English and competent in teaching.

**Multilingual Education (MLE):** It refers to “first-language-first” education. Learners must study in their mother tongue first and learn other languages later, during schooling. Proponents of MLE state that the second language acquisition is like a “two-way” bridge. The learners know how to move back and forth between their L1 and L2 or other languages. They take their socio-cultural experiences to the classroom and connect them to second foreign language learning. Multilingual Education thrives on the foundations of Freire's critical pedagogy, Lev Vygotsky's scaffolding, Piaget's theory of cognition and Gramscian theory on education. MLE involves the community to create their curriculum and restrict the theoretical hegemony.

**Conclusion:** English language teaching in India has been facing multiple and complex challenges due to the diversified schools and colleges and its extremely diversified learners. Usually, methods and skills of language teaching are limited and entry behaviour of the learners in the classroom is unlimited in terms of their background and mental level. Here,



the role of teachers of English language becomes much courageous in order to deal with such diversified children in a limited resource environment. Reading and listening are considered as receptive skills and writing and speaking are considered as productive skills in language teaching and learning. On the other hand, listening skill complements speaking skill and reading skill complements writing skill. The majority of the schools and colleges in India still dominantly practice reading and writing as a core component of teaching and listening and speaking as a peripheral activity. Listening and speaking are the most frequent activities in human communication/conversation. This language skill was neglected from the course content of English language until communicative approach became popular during the 1970s and 1980s. Listening skills can be considered as most vital to develop speaking skills as well as for communicative purposes. In recent years, the advancements in multimedia, information and communication technologies and modern language labs have paved positive ways towards English language communication. Use of advanced technologies will certainly motivate learners in developing better command over listening skills leading to language communications. Speaking is one of the most demanded language skills in modern India. Since language is basically speech, therefore language can basically be considered as a spoken language. Unfortunately, speaking is a skill largely neglected in Indian classrooms. The importance of English has grown in India due to its increasing use in day to day life. When it is said that English is a global language, it also means that spoken English has largely made English as a global language. The present requirement of encouraging the use of English language in India can be better initiated with the school level education and it must gradually develop in the colleges. In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help him to know which method to apply in each context.

Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others. English is an international language. English has been playing an important role in our educational system as well as in our national life. English was supreme in the pre-independent India, because of British rule over India. English still occupies an important place and position in courts, trade, commerce, industry, educational system and national life of India. Let us see the scope of English through the following points; English dominates the fields of trade and industry in the country. Because all the work in these fields is carried on in English, such as; maintenance of accounts, audit and correspondence. English is a national link language of India as well as an international link language of the world. It is the only language which is understood in all states of India and all countries of the world. We can establish social, economic, cultural and political relations with other countries and other states of India only through English.

#### REFERENCES:

1. Richards, J.Y. Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
2. Stern, H.H. (2001). *Fundamental Concepts of Language Teaching*. New York: Oxford University Press.



3. Paliwal, A.K. (2002). *Perspectives on English Language Teaching*. Jaipur: Surabhi Publications.
4. Rao, K.V (2010). *Techniques of Teaching English*. Neelkamal Publications Pvt Ltd: Hyderabad.
5. Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
6. Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.



**TEACHING TACTICS AND EXPERIMENTAL TECHNIQUES  
IN ENGLISH LANGUAGE CLASSROOM****Dr. ADI RAMESH BABU**

Asst Professor

Department of English

Govt. City College (A)

Hyderabad

**ABSTRACT:**

*English language teaching for vernacular students is difficult task. The English language classrooms force the teachers to learn many multicultural problems as many students come from different places, religions, and races. It is the responsibility of the teachers to teach English in an easy way. The teacher must use innovative research trends in English language teaching to attract the students and to make them use English in their day to day life. The purpose of this study is to concentrate on current rising trends and novel methods for teaching English.*

**Keywords:** English teacher, English language teaching, classrooms

English is an international language, link language, and library language. People like to learn and use English in their daily life and so many students desire to get education in English medium schools. When it comes to the English medium schools, the students, we see, are from different cultural backgrounds. Then the teacher should implement some interesting activities in English classrooms. Let's see them.

**Early starting:** Teaching English to English for primary students will help the students to repeat English. The direct method will help them not to translate each of the things from mother tongue to English kids are very eager to learn new things and so it is better if we teach English in their childhood days. Early teaching surely helps the students to remember forever whatever they learn. Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have introduced English from Grade-IV. Also in 2011, Japan introduced English in the primary stage and in 2012, Dubai introduced English in the KG stage instead of Grade-I. (Borae, 2013) Indeed, the teachers should motivate the students well. For Gardner (1985), motivation involves four aspects: a goal, effortful behavior, a desire to reach the goal, and favorable attitudes toward the activity in question. A motivated person would exhibit three main characteristics: attitudes related to motivation, goal-directed behavior, and a kind of integrative motivation.

**Teaching Culture:** Everybody has a strong idea of teaching community that has a teaching classroom with blackboard, benches, teachers and students. Indeed, one should break the culture to learn new language. The classroom is, may be, important but using mother tongue

through the culture obstruct us from learning new language. The culture sops us to teach English language. As the same time, it is not good to forget local culture, tradition and values. The teacher keeping all these things in his mind, teach English language and make the students as some groups to explain and create discussion about the class and so students learn to collaborate and communicate with one another. There are some advantages as followed:

1. Group work teaches students essential communicative and collaborative abilities.
2. Students develop the ability to direct their own learning, ask questions, and finish assignments on their own.
3. When students can communicate with one another and actively participate in learning activities, they are more engaged.

**E-learning:** The classroom teaching is always the best one. But E-learning is also important thing in the post-independence days. One who doesn't know how to use computer can be called illiterate in these days as the Covid-19 pandemic, all the teachers and students are using web based classes, and so E-teacher should use it to improve and develop spoken and pronunciation skills in English. According to Howard and Major (2004), a series of specific guidelines was listed for online English resources.

1. Online English resources should be stimulate interaction and be generative.
2. Learners are encouraged to develop learning skills and strategies when they use online English resources.
3. Online English resources should link to each other to develop a progression of skills, understandings and language item.
4. Online English resources have appropriate instructions.
5. Online English resources should be attractive and flexible.

**CALL:** CALL helps the English teachers and learners in using English every day. One can polish one's spoken language through CALL. Even though CALL looks like new things for many Indians. It was started using long back. CALL is used in EFLU and in some other well-known universities. Using CALL in a language classroom is useful for both teachers and students. Pinner (2012) observes, "Using CALL is more motivating for students than simply employing books and whiteboards." He gives three main benefits of using CALL that are relevancy, authenticity and engagement, also mentioned by Al-Mansour and Al-Shorman (2012).

**Teaching in an Entertainment way:** For Gee (2003), one of the reasons why games are "appropriate teaching tools is that they let players take risks, but in a way that the consequences are lower than in real life, as there are ways of saving the game and going back when someone makes a mistake, or even lessen the difficulty of some stage so that initially it is not so complex." Time is very important. Everybody including students is busy in these days. If we teach English in prose style without using any comical activities, the students feel bore and so we should use the classroom for language learning and entertainment. They want to complete it at home as most of them are coming from English medium background. On the other side, teachers and students shouldn't focus too much on entertaining methods. Chian-Wen (2014) concluded that games that engage the player over long periods are more effective



in influencing learning. Chiu, Kao, and Reynolds (2012) concluded that engaging games that are important to the player has better learning effects than those who only seek practice and better high scores. And for Sardone and Devlin-Scherer (2010), it is interesting to use games that do not proclaim a winner, besides the use of a game in which, regardless of the response or input, the player continues to advance.

**Teachers as Lifelong Learners:** Teachers should be active learners when they learn new things and browsing internet for new activate. They're able to attract students quickly and provide knowledge to them. Completing syllabus is very simple job but reading and learning from other sources is mandatory for any language teacher. Of course, we can't change grammar but new expressions are merged from communicative world.

**Use Mobile Apps:** Even though criticism comes upon the usage of mobile apps, it is inevitable in the teacher less classes. In many government colleges, there are less teachers and more students. The ratio of teacher and students should be 1.20 or 1.30 but the present scenario gives us 1.100 or more than that. In this case, the students can utilize the help from different mobile apps. Teachers can teach thousands of students at a time but it helps the higher education only. The primary learners can't use it. Constantine (2007) summarized the benefits of podcasts: First, students can profit from global listening; second, learners can be opened to the unique expressions and a new language; third, students need to listen to authentic materials and be exposed to various voices.

**English for Communication:** English was used for exam purpose only but the present time changed the scenario that English means of communication. Those who use English will get jobs outside of the country. The fluent speakers would get good salaries than others. English is important when we use it for communication. English teacher must use same everyday dialogues to make the students remember them and practice. The classes must be students-centered. They represent both a mindset and a culture within a given educational institution and are a learning approach which is broadly related to, and supported by, constructivist theories of learning.

**English for other Purposes:** Nobody is expert in all the fields and it is not possible to learn many things at a time. English teachers used to teach grammar, structure and text from the prescribed text books to make learners to be perfect in the earlier days. Indeed, it isn't possible to many things as time is very scanty. So we can take English for other purposes. For instance cricketers have to use some specific words, doctors use the specific words related to medicine etc. even though the language is same, the expressions and jargons are specific.

**Flipped Learning:** A basic principle of Flipped Learning is to take advantage of technology. Students would learn by using technology. According to Du (2018), flipped classroom is also known as inverted classroom; it "flipped" the traditional teacher-centred teaching mode. In flipped classroom, the learners are being provided with resources from their teachers so that they could perform the process of knowledge transfer before the class. There is insufficient time for any discussion to take place in the traditional classroom. Farrah and Qawasmeh (2018) stated the dependency of learners due to the traditional teaching and learning approach requires the need of converting the old methods to modern teaching

strategies. Flipped classroom is one of the modern learners-centred strategies. The important benefits of Flipped learning are:

1. It allows teachers to quickly communicate knowledge with other faculty, substitute teachers, students, parents, and the community (assuming they're publishing video lectures online)
2. It helps students to receive more 1:1 time with their teacher
3. It strengthens student/teacher connections
4. It fosters collaboration in the classroom by allowing students to work

Teachers play the role as facilitator and provide help when needed. The learners have control over their learning progress while having maximum freedom of learning based on their competency, speed, and their cognitive level (Du, 2018). We know that internet material is unlimited. No teacher can give sufficient material in his class but the online material is highly useful. In connection to this, Du (2018) says “the learners were also required to search for additional materials on the Internet and complete the assigned exercises before the next lesson. In the context of tertiary level education, learners are often required to take the autonomy in their learning by searching for the materials by themselves. Hence, the learners might have problems in adapting the flipped learning if they are not autonomous learners. The distraction on the Internet may interfere with the learning process.”

**Blended learning:** It is a face to face learning and computer based language learning. It includes both. We see criticism on online education and offline education, and this blended learning is better to use.

**Use the Suitable Teaching Method:** We know that there are many teaching methods in language teaching. Nobody can say that one method is the best method as all methods have demerits. As per the critics, it is so fine to use suitable method for the class. Here suitable mean converting method based on the classroom situation.

**Interaction teaching:** Mono way teaching is always not well. Interaction session will help both the teacher and student. When the teacher interact the students, they would learn it. The class will be very exciting and interesting.

**Careful Teaching and Thoughtful Learning:** The teacher should control his emotions such as aggressiveness, bad language, and he has to balance it to teach other controversial issues. Language should play a primary role, not the content. The careful teacher paves the way to teach thoughtful learning. To conclude this paper, it is clear that the major trends in English language teaching are many in number but when teacher and students are curious to teach and learn a language.



## REFERENCES:

1. Al-Mansour, N. S., & Al-Shorman, R.A. (2012). The effect of computer-assisted instruction on Saudi University students' learning of English. *Journal of King Saud University Languages and Translation*, 24 (1), 51-56.
2. Boraie, Deena (2013) Current Trends in Teaching and Learning EFL/ESL. <http://blog.tesol.org/8-current-trends-in-teaching-and-learning-efles/> Posted on 16 December 2013.
3. Chian-Wen, K.A.O. (2014). The effects of digital game-based learning task in English as a foreign language contexts: A meta-analysis. *Education Journal*, 42 (2), 113–141.
4. Du, Y. (2018). Discussion on flipped classroom teaching mode in college English teaching. *English Language Teaching*, 11(11), 92-97.
5. Farrah, M., & Qawasmeh, A. (2018). English students' attitudes towards using flipped classrooms in language learning at Hebron University. *Research in English Language Pedagogy*, 6(2), 275-294.
6. Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.
7. Gardner, R. C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London: Edward Arnold.
8. Howard, J. & J. Major. (2004). "Guidelines for designing effective English language teaching materials." <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf>
9. Luisa, M and Renau, R. (2016). A Review of the Traditional and current language teaching methods. *International Journal of Innovation and Research in Educational Sciences*, 3 (2), 2349-5219.
10. Pinner, R. S. (2012). Teachers' attitudes to and motivations for using CALL in and around the language classroom. *Procedia Social and Behavioral Sciences*, 34, 188-192. doi:10.1016/j.sbspro.2012.02.037



## INNOVATIVE TECHNIQUES IN ENGLISH LANGUAGE TEACHING

**PULIMAMIDI PRAVEEN KUMAR**Lecturer in English  
Govt. Degree College  
Metpally. Jagtial dist  
Telangana State**ABSTRACT:**

*Teaching English language with innovative ideas, methods, approaches, and techniques will attract the students. If the teachers teach in monotonous way, it makes the English language classroom so dull. Teaching from English textbooks, giving notes on English grammar and taking the exam on fixed syllabus is really obsolete. The English teachers should have quick mind to implement some new techniques in English classrooms with 'out of box' ideas. The research paper tries to examine into the methods, techniques, and innovative ideas in teaching English.*

**Keywords:** English language classrooms, methods, techniques

Teaching from text books and using grammar translation method in English language classroom is outdated. The students are very active in web based and modern learning. Teaching in English Language classrooms in conventional methods doesn't satisfy all the students as the learners want to learn new things. Earlier days it was very easy to teach English in English language classrooms as most of the students didn't know English language and communicative English. In those days, English grammar was taught using grammar translation method or direct method. In the present days, the English teacher has to teach English grammar, communication skills as well as soft skills to the learners besides doing some other extra addition activities. The students can learn from text books. Here is the question whether the teacher must follow some important trends in English language teaching or not. The answer is absolutely 'yes'. He has to attract the learners with his excellent teaching. He needs to follow some innovative techniques.

The wrong notion of the English teachers and others about English language teaching is to teach English grammar and text from the prescribed text book. But it is completely wrong idea. One should change one's perspective in English language teaching. It is a challenge for English teachers to attract the learners to learn a language. English teacher is not like other optional subject teachers. He has to work like a felicitator and trainer. The goals of English language teaching must be changed as the modern and competitive days want a talented and communicative people for corporate sectors.

The objective of the course books should help the learners. The objectives of the text book will give so many things but they focus on textual oriented things only. The objectives of teacher should make the learner communicative and language learners. The teacher should get time to fulfill the objectives of the course writers and so he has to change the teaching method, techniques, and approach in English language teaching. It is not good to follow the old methods in the modern classes. For instance grammar and grammar translation method occupied the prime place in the ELT. But if we see the modern classes, learners want language skills especially communication skills. To make the learners to excel in language, it is the responsibility of teacher to allot so many uncovered and unmentioned tasks and he must use innovative approaches to get interest on learning language.

The old and outdated content don't enable the learners as the syllabus or chapters have been prescribed in schools or colleges text books and so the course writers have to include some interesting chapters. At the same time, assessment should be genuine as the test is. Giving more marks and assessing without a proper test doesn't produce a quality education. English language skills along with grammar must be tested. Testing English language skills mean to test all language related skills. But unfortunately grammar tests, reading and writing skills are tested and other skills such as listening and speaking skills are neglected and so it is so serious issue that the assessment should be conducted on spoken skills of the learners. Since there is no viva and interesting for the language learners in the classroom and in the internal examinations, it is proved that the assessment becomes a failure show.

In the Covid time, we see that there is a rapid development and integration of information technology in English language teaching. WhatsApp and telegram and other mobile apps on touch screen mobiles. The technological devices such as phones, computers, help language learners a lot. But the teacher and students shouldn't depend on them too much. The e-class will help the learners when they practice language only. The class room based education makes the student think and learn a language.

English teachers should deal with ICT in the language curriculum if they are teaching with technology. ICT has basic characteristics that make its use a beneficial source of input, yet some teachers may be hesitant to use computers in their classrooms because they do not trust technology. Learning with technology, as opposed to learning about technology, has the potential to alter learning settings in ways that most educators can only dream about. The much greater issue is that some adults struggle with fundamental computer activities including email, search engines, and presentation software.

1. The pedagogical integration of technology in which they are placed for practicum experiences;
2. The degree of computer literacy possessed by future teachers;
3. The pedagogical integration of technology by instructors during prospective teachers' university education;
4. The likelihood of a future teacher's effectiveness in incorporating technology;
5. Future educators' attitudes toward technology



**Reflective Practice and Teacher Learning:** This is about teachers' questioning and exploring their own practice of teaching. It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things differently or better. Teachers can greatly enhance their practice by reflecting on their own teaching methods. The main idea behind reflection is that a teacher learns about his or her own teaching and how to improve it by attempting to observe and comprehend what is going on in his or her own classroom, reflecting on it, learning from it, and trying something new, and so on.

**Changes in Goals of ELT:** ELT's goals have shifted from just developing language abilities and imitating native English speakers to instilling in students a feeling of social responsibility. With this growing awareness of the importance of producing responsible citizens for society, teachers now well recognize that the teaching of English is not simply a project to prepare students to imitate native English speakers as language learners but that it should produce fully competent language users, critical thinkers, and constructive social change agents, as Crystal (2004) and Cook (2005) noted.

**Eclecticism:** Eclecticism entails the employment of a variety of language learning exercises, each with its own set of qualities and underlying assumptions. In today's teaching and learning, the use of L1 in L2 pedagogy, as well as the use of various accents in listening activities and assessments, is promoted.

**Change the Textbooks:** More multicultural content is included in textbooks and learning materials, focusing on both local and global resources to assist students develop diverse viewpoints and cultural understandings. The curriculum is more content and theme-based, with an emphasis on language and content understanding. Learning outcomes and standards are broader, focusing on the development of critical thinking, learning strategies, and related material knowledge and abilities in the actual world, as well as language skills. In many nations around the world, standards, accountability, and assessment have been a significant emphasis of educational reform.

**Provide Communicative Competence:** Teachers generally face multicultural scenario in English language classrooms. The goal is to generate effective language users who can use English as an international language, rather than learners who imitate the languages and cultures of the "inner-circle" countries.

**Change the Role of Teachers as Felicitators:** Teachers can cooperate with colleagues from different fields. It is now more critical than ever that teachers have genuine institutional support, such as cash and time off to participate in professional development activities and implement new teaching and assessment methods. Teacher must be as felicitators, not as a mono teacher. To conclude the paper, it examines the new trends in language learning especially communication tools which are being used lately by teachers in schools and colleges. Even though many scholars have been giving their critical ideas of English teaching, it is the responsibility of teachers how to use English and what to teach in the English classrooms depends on the success of the class.



**REFERENCES**

1. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Bristol, United Kingdom: Multilingual Matters.
2. Cook, V. (2005). Basing teaching on the L2 user. In E. Llurda (Ed.), Non-native language teachers: Perceptions, challenges and contributions to the profession (pp. 47–61). New York, NY: Springer Science Business Media.
3. Crystal, D. (2004). Creating a world of languages. Introductory speech presented at the 10th Linguapax Congress, Barcelona.
4. Underhill, Adrian. (2004). “Trends in English Language Teaching Today” *MED Magazine*, 19, pp. 1-4.

**CHALLENGES OF A MULTICULTURAL ENGLISH LANGUAGE CLASSROOM****Dr. REENA DEWAN**

Asst Professor

Dept. of English Language &amp; Literature

St. Francis College for Women

Hyderabad

**ABSTRACT:**

*A large classroom is one where there are many learners and one feels that they cannot attend to individuals and get their contributions. With even two students in the class, the class becomes heterogeneous in nature; and here we are talking in terms of 60 to 70 students in a class. Every student comes from a different linguistic background; thus challenges for an English teacher are many; and one of the major challenges is to see whether or not students get chance to utilize their own cultural and linguistic knowledge while learning English. We need to focus on how to capitalize multicultural experience, how the text book should be integrated in order to support that, how to emphasize on the importance of critical thinking process, how to demolish mono-cultural world view to advance inter-cultural communication. In order to take up these challenges one needs to be aware of socio-cultural background, need to deconstruct the old rules of teaching English and needs to think in terms of collective identities. In most basic sense one need to understand the importance of cultural forms, material structures and social formations and this would by far conceal the differences and contradictions of class, caste, gender, region and religion within our society. This paper will focus on the above challenges and seek to elucidate possible strategies to not only overcome them but make the class more interesting and effective for students coming from heterogeneous background.*

**Keywords:** Multicultural, linguistic, socio-cultural, inter-cultural communication, cultural forms, material structures

Multicultural education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world. Culture awareness refers to an understanding of one's own and other's cultures that affect how people think and behave. It includes commonalities of human behaviour and differences in culture patterns. Developing multicultural competence is the process in which person develops competencies in multiple ways of perceiving, evaluating, believing and solving problem- purpose is to negotiate cultural diversity. The ultimate measure of a teacher is not where he/she stands in moments of comfort and convenience but where he stands at

times of challenge and controversy, and the ultimate role of an English teacher is to see that one preserves cultural diversity (i.e., Local values) in an era of global networks in which English language play so dominant a role. Power of the dominant global culture is such that it tends to overwhelm, or more precisely, reduce to a status of inferiority of local cultures.

Challenges for English language teachers are many, for instance huge strength of a class, different socio-economic background, range of learning ability, English for specific needs, varied linguistic and cultural background. Out of all these, our major concern would be to see how multicultural education could bring in better results for English language learning.

Teacher has to be a general knowledge imparter, an efficient time finder, an amiable activity designer, a protean actor and an assiduous learner. Language teachers have an added responsibility of establishing relationship among thoughts and expressions of human being. Relevance of language to how people think, interact, how they refer to each other, and what they like and dislike. Usually, when people talk about “my culture” they either mean their religion or their ethnic background. Sometimes they might mean their social class or some other influence such as their nationality that they feel is important. Within a cultural group there will be as much diversity as there is between different cultural groups. It is mandatory for the teachers to clarify the meaning of “cultural background” to their students; It refers to what sort of things are valued by your culture, at least by the mainstream of opinion within it? For eg. Does your culture value independence and self-help, or are extended family ties and inheritance more important? Does your culture value youth, or is there deference to elders or authority figures? Does competition and future thinking dominate the way you think about the world, or is the past more important? Does spirituality or religion play a part in the way your cultural group lives, or are materialism and individualism more important? What holidays do you observe in your culture? What food do you eat? Food is a good example of something that is distinctive to a particular culture.

### **Previous Study:**

The principles and tenets of multicultural education make it possible to promote excellence in performance of all students (Steeler & Grant, 1999). The fundamental principles of the global perspective of multicultural education that make it possible to increase academic excellence among diverse groups of students on many campuses in the nation (Green, 1989; Gollnick & Chinn, 2002) include the following:

1. Cultural differences have strength and value.
2. Schools and institutions of higher learning should be models for the community in reflecting respect for cultural differences and expression of human rights.
3. Social justice and equality for all people should be of paramount importance in the design and delivery of curricula.
4. Attitudes and values necessary for the continuation of a democratic society can be promoted in schools and institutes of higher learning.
5. Schooling can provide the knowledge, skills, and depositions for redistribution of power and income among diverse groups of people.

6. Educators at institutions of higher learning work with local communities to create an environment that is supportive of respect for diversity and multiculturalism.

English language, has the liberty to choose the text on any subject, let the subject be societal, cultural, political, and intellectual; the approach towards the text must be thinkable, critical, innovative and platform given to students to discuss issues should be democratic and independent; expression should be given more priority than the format of language, that way they will not lose their voice of expression.

The role of a teacher in the classroom is very important in creating a safe environment of discussion, where intercultural awareness is strengthened, where students listen to each other with multiple historic perspective, where there is total control to prevent prejudice and discrimination. Certain classroom practices for multicultural group of students

1. Be aware of the power structure inherent in your role as a faculty member as well as that of the dominant culture.
2. Listen and watch for assumptions about right/ wrong ways, consider other ways to tackle problem, interpret issues, and demonstrate learning that may be different from what you or others have experienced.
3. Foster a broader view.
4. Aim for an inclusive curriculum.
5. Avoid making individual's spokesperson's for their assumed cultural or ethnic group.
6. Support English language learners in your class.
7. Use group work to broaden student perspectives. In a group, different approaches and ideas come to the surface immediately.
8. Foster and reward openness to new creative approaches to problem solving.
9. Creating a classroom environment that welcomes diverse viewpoints and approaches to learning supports the growth and development of all the learners in the classroom.

### **Challenges in Multicultural Indian Society:**

Whether these rich multiple cultures of India can survive the Information Age? The age brought about by the new technologies of computation and computer, television, film, radio and all the new media. How to preserve cultural diversity (i.e. Local values) in an era of global networks in which the English language plays so dominant a role? Power of the dominant global cultures is such that it tends to overwhelm, or more precisely, reduce to a status of inferiority of local cultures.

India is the nation of more than one billion population comprising of a unique mosaic of more than 400 odd languages 3000 odd dialects spread across its 28 states and 7 union territories, making it a very distinct linguistic, cultural and ethnic landscape. Institution of higher learning should be models for the community in reflecting respect for cultural differences and expression of human rights. English language should serve two basic purposes, especially in a country like ours: first and foremost it should help in preserving and assimilating our diverse internal culture. Developing multicultural competence is the process in which a person develops competencies to negotiate. And the next important purpose is it should be



used as a linking language beyond national boundaries to deal with global issues like human rights, terrorism, scarce national resources, nuclear weapons etc.

The official language of the union of India is Hindi, with 21 other regional languages holding co-official status including- Assamese, Bengali, bodo, Dogri, Gujrati, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, and Urdu. Education in India follows the 3- language formula, where children are to be taught Hindi, English and the regional language, sequence can be decided by the board, as well as medium of teaching; exception is Tamil Nadu where only English and Tamil are taught.

English medium schools and colleges often find favour with parents, especially in urban areas, due to English international prestige, its usage in Indian business and it being the medium of instruction in most Indian Universities. Major challenge for English Teacher lies in handling of the politics of English language. On one hand English has been advocated as a unifying and modernising force; also as a maker of imperialism and class privilege. Uneven empowerment that in education in English generates has its fall out in an increasing polarisation, fracturing and violence against caste, gender and religious lines. Institutes of higher learning should be models for the community in reflecting respect for cultural differences and expression of human rights. For instance: How a student feels ashamed of their vernacular and feels pride in knowing English.

In India, parents educated in Hindi medium or vernacular often feel compelled to educate their children in English-medium school or colleges. This is not only because such education provides an 'entry ticket' into the elite class but, perhaps more importantly, because of the discrimination and humiliation they increasingly suffer in their own lives for not knowing English. This social fracturing begins through the construction of different spaces that create rifts in their lives. The geographic fracture is between the English knowing students –the space of modernity and others as the traditional. An English speaker always wants to show themselves as separate from common people. And in doing so, they distance themselves from the traditions, customs and values of their society. What makes this problematic is the fact that it translates into unequal access to power, authority and social status. On the other hand, English has been advocated as a unifying and modernising force and an international link to the latest ideas and technologies. Tailor made syllabus, lesson planning and assessment structure, developing a positive classroom environment, are some of the basic nuances for effective English language learning in multicultural classroom.

### **English Language Planning:**

In order to get the maximum benefit for the students and society, language planning is essential. Language planning is a deliberate effort to influence the function, structure or acquisition of language or languages variety within a speech community.

Four overarching language ideologies motivate decision making in language planning:

1. **Linguistic assimilation:** Every member of a society, irrespective of his native language, should learn and use the dominant language of the society he lives in, eg. Telugu in Telangana, Marathi in Maharashtra etc.

2. **Linguistic pluralism:** Recognition and support of multiple languages within one society. Eg. Telugu and Telugu dialects, or Hindi.
3. **Vernacularization:** Denotes the restoration and development of an indigenous language along with its adoption by the state as an official language.
4. **Internationalization:** Adoption of a non-indigenous language of wider communication as an official language or in a particular domain eg English in India.

The goals for a language curriculum are two-folds: attainment of a basic proficiency, and secondly bringing the students close to their culture and values and preventing social fracturing. Developing language as an instrument for abstract thoughts and knowledge acquisition, is the priority for the language planner. This argues for an across- the- curriculum approach that breaks down the barriers between English and other subjects, and other vernaculars. The aim of English teaching should be to create multilingual who can enrich all other languages. Input rich communication environments are a prerequisite for language learning. Inputs include textbooks, learner-chosen texts, class libraries, translated text, authentic material like news paper clipping, visual clippings etc. allowing for varieties of genres.

Teacher education need to be ongoing (through formal, informal support system), as well as preparatory. Proficiency and professional awareness are equally to be promoted, the latter imparted, where necessary, through the teacher's own language. Language evaluation is another major area of concern. There has to be an ongoing measurement of language proficiency. Some tests need to be conducted that will balance curricular freedom with the standardisation of evaluation so that certification is not a problem.

To increase competence in cross culture communication, English teachers need to focus on some important ways, which can raise cultural and linguistic awareness, so that students become more successful English speaking global citizens:

1. Build relationships with students and their parents. Politeness, friendliness, kindness, fairness, respect and empathy are important factors in establishing a sound teacher-student relationship.
2. Listen empathetically- Teacher must listen actively and carefully to their students, putting themselves in their student's place and learning to read between cultural lines. Teachers might also listen to their student's conversations with their classmates.
3. Look for interpreters, who can serve as resource in assisting teachers to add to their cultural field of knowledge.
4. Take help of available resources, books, articles, films, music, audio recordings.
5. Encourage peer learning.
6. Make them feel proud of the culture they belong to and show your interest in them.
7. Usage of props, gestures, body language, should be made equally important as language to communicate.

#### **Material Structure:**

Banks (1994) discusses four approaches to integrating ethnic and racial content into English language curriculum: contributions, additive, transformative and social action. The



contributions approach to multicultural education emphasizes minority groups' contribution to the greater society. In this approach, stories of ethnic heroes and special days celebrating minority communities are added to the mainstream curriculum. This approach is easy to integrate but it does not allow students to have a global view of ethnic and cultural groups (Banks, 1988).

The additive approach is used when different ethnic heritage themes and perspectives are addressed in curriculum without making any significant changes. This approach shares the disadvantages of the contributions approach in that it fails to help learners understand society from diverse ethnic perspectives (Banks, 1988).

Transformative Approach demands change to the internal structure of the curriculum in order to integrate the perspectives and experiences of ethnic, racial, and other minority groups. It teaches students to examine underlying cultural assumptions and to study diversity in relation to the dominant culture. It promotes democracy by educating for equality and justice (Banks, 1988).

The social action approach is another form of critical multiculturalism. It aims are to teach students thinking and decision making skills, which will empower them to think critically about various discriminations and social unjust and prepare them to initiate and support social change and to respect differences among various groups (Banks, 1988).

Culture teaching in foreign language classrooms should be as important as linguistic knowledge learning. Culture introduction should be integrated with language teaching in many aspects and at multiple levels so that learner's intercultural communication skills can be improved. Successful intercultural communication entails a great deal that is more crucial than language skills.

Well-developed multicultural training is essential for teachers' awareness, preparedness, and attitudes regarding multicultural education. Therefore, it is necessary to plan and support this process so that teachers are prepared both personally and professionally to work with students from varied cultural and racial backgrounds. Teachers' training in multicultural pedagogy is yet another field of research.

### REFERENCES

1. Banks, JA. Banks, C. & McGee, A. (1993). *Multicultural Education: Issues and Perspective*. Boston: Allyn & Bacon: A Division of Simon & Suchester, Inc.
2. Faust, David and Nagar Richa. (2001). *Economics and Political Weekly/ Politics of Development in Postcolonial India/ Lg 1*.
3. Faust, David and Nagar Richa. (2001). *Economics and Political Weekly/ Politics of Development in Postcolonial India/ English medium Education and Social fracturing/ Lg2*.
4. Halah, Ahmed. A. (2016). *Multicultural Education: Teachers' Perceptions and Preparation*. Journal of Education and Practice.



5. Joshi, Svati. (1991). *Rethinking English: Essays in Literature, History: An Introduction*. New Delhi: Trianka.
6. Kalam, Abdul APJ. (2002). *Ignited Minds: Unleashing the Power within India*. Chapter 6- Knowledge Society.



**PERSONAL LEARNING NETWORKS: THE FUTURE OF ELT**

**Dr. N. SWAMY**  
Academic Consultant  
Department of English  
Telangana University

**ABSTRACT:**

*Teaching in the 21<sup>st</sup> century is a different phenomenon; never before could learning be happening the way it is now. English Language Teaching is the field of radical changes, it also facing the same problem, teaching is a learning profession and teachers are expected to be life-long learners. However this expectation has remained unfulfilled because of poor networking among teachers of English, in recent years developments in Information Communication Technology (ICT) has been expanded the horizons for teachers of English to connect, learn, contribute and converse through network and the teachers who use Personal Learning Networks are a step ahead of those which still have the traditional approach towards learning. A learning system based on formalised teaching but with the help of electronic resources is effective.*

Keywords: English teacher, ELT, PLN, language students

Today teachers of English possess a myriad of information needs. Teachers must develop the skills required to understand information needs and how to meet them. Personal Learning Networks have the potential to transform English Language Teaching in 21<sup>st</sup> Century, a Personal Learning Network is a way of describing the group of people that teachers connect with others to learn new ideas, their questions, their reflections and their references, in another way PLN is a natural extension of the way people learn by connecting with others who have shared interests, ideas or resources.

**Personal Learning Networks in ELT:**

PLN is an autonomous activity undertaken by each individual teacher, PLN always looks for the way to deal with emerging challenges in English Language Teaching to improve performance of teachers and PLN is very much essential in the present professional life. Personal Learning Networks provide guidance, support and help in different ways to turn as a reflective teacher who keep updates knowledge and trends in ELT.

Personal Learning Networks are important emerging perspective to enhance, empower and enrich English Language Teaching; Personal Learning Networks are one of the best



alternatives to bring the needed changes in the field of ELT. Recently PLN made a significant impact and difference in English Language Teacher's Professional Development CPD, with help of PLN Teachers of English not only grow but create develop rises and gather strength to help and inspire other teachers and Personal Learning Networks are sustainable ways for effective learning as well as teaching.

The purpose of this paper is to explore and highlight the need of significance of PLN in the English Language Teaching and to show how PLN contributes for strengthening and enriching ELT.

### **Meaning of PLN:**

PLN stands for Personal Learning Networks and it has its origin in connect vision theory. It has a range of definitions but here is one that suits to CPD. '*A network of trusted connections with whom an individual interacts on regular basis*' – Jane Hart, Personal Learning Networks are about working together for a common purpose it is beneficial for all the teachers, Personal Learning Networks means keeping updated with current trends, Personal Learning Networks are one of the best ways to connect globally and building professional relationships with likeminded teachers.

Personal Learning Networks are a natural extension of the way Teachers learn by connecting with other who has shared interests, ideas and resources. Personal Learning Networks have the potential to strengthen and transform teachers as better teacher in their profession. A Personal Learning Networks is a way of meeting or connecting with the likeminded people on online to learn new ideas activities, reflections etc.

### **Significance of Personal Learning Networks:**

In the past, teachers used to get connected to teaching resources through Education Journals, Articles, Books, Conferences, Master courses, Professional Development Trainings, and other similar activities. Each of these is still excellent ways to excel in teaching and also broaden teacher's knowledge and skills, but with PLN more and more opportunities available and provided to develop teacher's skills and knowledge beyond what the traditional ways have provided. Establishing Teacher's own PLN is an essential step toward deepening teacher's abilities in English Language Teaching.

In this technology world, Personal Learning Networks are essential because any teacher can develop his own personalized 'Network' with his fellow teachers and PLN helps to become better teachers, PLNs are not new, but technology has been changed now how teachers connect to other teachers and have expanded reach significantly, a PLN allows a teacher to completely personalize his training, learning and teaching.

Personal Learning Networks are developed primarily through the sources of social media, such as Face book, Twitter, Blogs, Video streaming, Photo sharing, Wikis, Micro Blogging, Nings, Webinars, RSS Reader etc., by developing professional relationships electronically, teachers can immediately post latest articles, ideas, research findings, experiences,



innovations, or discoveries. The connected teacher is the recipient of all these communications, these all help the teacher to become a better. In other words, a PLN is where a teacher can gather, collect, contribute and also share knowledge and experiences with a group of likeminded people, anywhere at any time, English Language Teaching is developed largely through Personal Learning Networks and also enable the teachers of English to grow in knowledge and get aware of emerging advancements in English Language Teaching. Social networks appeared as an opportunity emerging as a result of the progress of information and communication technology and as a need of reliable connections and successful dialogues among people with similar interests. All the above mentioned ways show the significance of Personal Learning Networks to empower English Language Teaching.

### Advantages of PLN:

Personal Learning Networks help the teachers to strengthen their ELT in many ways, also facilitate teachers to connect, contribute and converse with other teachers, PLN allow teachers to create their own learning communities for effective professional Development. According to the summary of a chat organised by Education world in 2009 “Teachers ... are increasingly using online social networking tools to break the traditional isolation of the classroom, In formal programme and casual after school conversation, they are discussing ideas with colleagues, sharing experiences and getting answers to questions” here the following are some of the advantages of PLN.

1. Teaching and Learning acquired through collaborations.
2. Motivate teachers to share academic knowledge
3. Build good professional relationship and Network with other teachers.
4. Help other teachers to develop professional behaviour and competency.
5. Provide good access to teachers to interact with experienced and creative teachers.
6. Increase teacher's engagement with research and academic researcher
7. Provide Flexibility, repeatability, convince and accessibility among the networked teachers.
8. Equip teachers with knowledge and skills to enable teachers to explore and address their own identified challenges.
9. Are user friendly and User-generated content is a major force in pushing ELT into a meaningful level.
10. Teachers have opportunities to select and reuse ideas, innovations and experiences, which shared on PLN.

### Structure of PLN:

The structure Personal Learning Networks consisting of preferred and favourite social networking sites, on-line authoring tools, software for communication, search engines, collaborations, socially-oriented learning management systems. Software and sites like Blogs, Social book marking sites, Photo and Video sharing sites, Micro blogging to assist teaching and learning via the formulation of an effective Personal Learning Networks.

1. **Connect:** the development of any teachers' professional learning is deeply depended on the willingness of the teacher to reach out and make connections with new people, leave a comment on a blog post or twitter or Face book or reply to a question on social network helps to connect. The more people a teacher connects with on-line the more he or she can learn.
2. **Contribute:** if teachers have anything new to share, they have to post that on-line where that may be accessible and useful to other teachers to reuse in their classroom, an experienced teacher's experience is much helpful to inexperienced teachers in this teaching field, whatever a teacher create or invent might be valuable or useful to someone else, so teachers must continue in contributing so that other teachers learn and improve.
3. **Converse:** after making connections and contributions Teachers make on-line will involve into conversations as others respond to them as well, these conversations will in turn grow into relationships and sharing something about the English Language Teaching which enrich relations among teachers.

### Networking Tools

There are number of tools available for Personal Learning Networks to build or create and connect with others on-line, although many of other tools such as Podcasts, Instant messages, Photos, Wikis, Video streaming and more can be used for connecting this way, but the following tools are particularly more significant for building effective Personal Learning Networks.

1. **Blogs:** blogs are a powerful way for teachers to connect, the great sources of English Language Teaching such as classroom best practices as well as personal opinions, Blogs monitor the heartbeat of new trends in teaching profession and especially in English Language teaching, there anyone can comment back and forth which leads to many great ideas and relationships.
2. **RSS Reader:** this is another valuable tool of networking, RSS means "Read Simple Syndication" an essential tool for helping and that allows Teachers to keep up with many Blogs, all in one place for empowered English Language Teaching. Ex Page Flakers, Google Reader etc.
3. **Social Networks:** these will help teachers to keep up with professional, personal and to have more social contacts like friends, family and former students ex. Face book, Google+ , my space etc.
4. **Classroom 2.0 or Nings:** Social networks such as Classroom 2.0 are a great place to start communities of people or teachers interested in similar topics, with forums and messaging. It is a great starting point for experiencing a Personal Learning Networks.
5. Ex. Future of Education, Ning etc
6. **Webinars:** this is another way to connect and learn about new things and meet new people, Live, on-line presentations, conferences, with real time chat all of these hoisted by experts on specific topics. Ex. Classroom 2.0 Live, Ed Tech Talk Live.
7. In today's high connected world, there are number of ways to collaborate with other teachers. PLN consisting of preferred and favourite social networking sites such as Face book, Twitter, Wikis, Search engines, Photo and video sharing LinkedIn, YouTube etc., and also number of tools available for Personal Learning Networks to



create and contribute with other online teachers through podcasts, Instant messages, RSS reader, Classroom 2.0, and webinars, once the teacher have a decent sized network, he feels as if he had the world biggest staffroom with him.

### **Strengthening ELT through PLN:**

In general, PLN are groups, that used different networked communities to communicate, collaborate and converse, these networks can redrawn the boundaries of ELT and accelerate the development of new forms of ELT community. The integration of Personal Learning Networks and technology been found to develop CPD, with the help of Personal Learning Networks teachers engage in enquiry about their own learning and teaching, this foster greater collaboration among teacher and gradually make teachers as better teachers.

Comparing to traditional communities, Personal Learning Networks are differ in many aspects and can prove more beneficial, PLN are essential steps towards deepening teachers abilities and strengthening CPD, in other words Personal Learning Networks are great recourse where a teacher can connect, collect, contribute and also share knowledge, experience, research with a group of likeminded teachers, anywhere at any time, ELT is being developed largely and strengthen greatly through PLN and also enable and empower teachers to grow in knowledge and get aware of emerging trends and advancements in ELT. Research indicates that social media and networking is a great tool for enhancing reflective practices (Sin and Radloff 2007). Networked teachers tend to interact more frequently and involve in building more diverse networks and gain more equitable access to other teachers and information resources which not available locally, considering the overall benefits creating from contributing PLN provide a flexible and accessible context for supporting and strengthening CPD.

Many issues and problems in ELT show that majority of the teachers' teaching is mostly in the traditional mode such as seminars, conferences, workshops, training programs etc., but those had been felt and found to be inadequate for the effective teaching, but the PLN make teachers effective, qualitative and innovative in teaching. In the past teachers used to get connected for teaching resources through articles, journals, books, conferences, workshops, training programmes and other similar activities, each of these activities are remarkable ways to excel in teaching profession and also helpful to broaden teachers knowledge and skills. But, with PLN more and more opportunities available to develop teacher's knowledge and skills beyond what the traditional ways have provided.

The real purpose of PLNs is not only leaning but they also improve teaching and performance because here learning happens naturally, in this highly connected world it is our time and high time to consider ways to be productive about connecting, teachers of English need to build their own PLN which transform and empower English Language Teaching to meet the needs of students and so the ability to develop a Network and to implement strategies to keep learning throughout teaching career is an essential part of English Language Teaching. It is a high time to encourage teachers to establish their own PLN, which is potential to transform ELT and fostering PLN can be a sustainable way to support and strengthen CPD. PLN can be a good resource for teachers interested in enhancing their teaching skills and ELT in general.



## REFERENCES

1. Bolitho, R and Padwad, A (2012) *ELT lessons from India*. Delhi: British Council
2. C-SALT: Networking learning in higher education. <http://csalt.lancs.ac.uk/jisc/>
3. Curos, A. (2001) *Developing Personal Learning Networks for Open and Social Learning* Retrieved from; <http://www.aupress.ca/book/120177/ebook/06> Velestiananos
4. Hayes, D. (2000). Cascade training and teachers professional Development *ELT journal* 54 (2), 135-145.
5. Kennedy, C. (1987). Innovation for a change-teacher development and innovation
6. *English Language Teaching Journal*, 41(3), 163-170
7. Lock, JV. (2006). A new image: Online communities, to facilitate teachers professional Development, *Journal of Technology and Teachers Education* 14(4), 663-678
8. Richards, JC and Farrell, T (2005). *Professional Development for Language Teachers: Strategies for Teaching Learning*. Cambridge: Cambridge University Trees
9. Padwad, A and Dixit. (2011). *ELTAM Annotated Bibliography*. Delhi: British Council

**THE EFFICIENT METHODS OF TEACHING IN  
ENGLISH LANGUAGE CLASSROOM****Dr. TULSHIRAM LAXMAN DABDE**

Assoc. Professor

Dept. of English

Arts, Science &amp; Comm. College

Naldurg

Osmanabad (MS)

**ABSTRACT:**

*Now-a-days English plays a significant role as a link language in India. In the 21st century, modern English is considered as a “global language”. In every field of the society English is essential. In order to learn English Language the learner and teacher should take a lot of efforts. In the field of English Language Teaching there have been arguments and counter arguments about the role of various methods and techniques in learning the language. It is not difficult to realise that English served not only as a target language but also a medium of instruction in an English medium school. No matter whatever the age and the cultural background of the students, teaching methods become crucial to make the learning of the lesson fruitful. Teachers play an important role in designing teaching techniques through years of teaching experience and training. A language classroom is totally different from a typical lecture-style classroom where a teacher indulges in a one-way lecture and students take down notes. This paper aims to point out some effective teaching methods focussing attention on the characteristic features, teacher-student role and example of a lesson in English as a second Language (ESL) classroom.*

**Keywords:** Global language, classroom, target, fruitful, role of teacher and students

**Introduction:** The liberalization of the Indian economy ushered in all kinds of reasons to learn the English language. In the last century, people who specialized in English joined either teaching or the civil services. But today a whole new spectrum of job opportunities has opened up. There are now call centres, multinational companies that need trainers to equip their employees with communication skills, besides medical transcription centres which need efficient translators and reporters. In addition to this, those who are desirous of immigration to the West also need the help of the professionals to clear tests such as GRE, TOEFL, IELTS, etc. Hence, the teaching of English language became essential in the Indian classroom.

The present paper is based on the report that was published by The British Council, Britain's International Cultural Relations Body, in The Deccan Herald. The Report says that:

The rate of improvement in the English language skills of the Indian population is currently too slow to prevent India falling behind other countries which have implemented the teaching of English in primary schools sooner, and more successfully. Poor English is one of the causes of Indian universities falling far short of rival countries in the quality of teaching and research. In conclusion, the study says a range of approaches is required to improve English proficiency in India, and no single method will help. Before we look at the remedies to solve this problem, let us have a glimpse at the various methods and approaches which are critically in and out of favour in educational programmes. The intention of these methods in teaching English that the Language should be taught in an effective way, which is why, the teaching of any language requires various teaching methods. The various language teaching methods and their contribution to the teaching of English can be implemented in details to make the English learners feel comfortable.

**Types of Language Teaching Methods:** As a language teacher it is very important to know yourself and your students. Not only your subject matter is important but also your students' cultural background and other personal factors- emotional and psychological are equally important. Language teachers have experimented with certain language teaching methods in isolation or combination and found one or more than one method effective and worth using. I hope this paper will help ESL teachers to gain an insight into developing an appropriate teaching material and selecting an effective, suitable teaching method that can practically be implemented in the classroom.

1. **The Grammar Translation Method:** This method is also known as the classical method or the Traditional Method. Memorisation of grammatical rules, bilingual word-list and application of these in translation constitute the essence of this method. The main features of this method as given by Mackey are as follows:

- a) The grammar is an outline of formal grammar.
- b) The vocabulary depends on the texts selected.
- c) The teaching begins with rules and translation.
- d) Easy classics are translated.
- e) Vocabulary is divided into lists of words to be memorised.
- f) Pronunciation either is not taught or is limited to a few introductory notes, and
- g) Grammar rules are memorised as units.

'Grammar-Translation Method' is the oldest method of teaching English in India. The method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. According to this method, English words, phrases, and sentences are taught by means of word-for-word translation in to mother tongue.



The Grammar Translation Method has certain principles on which it is based Menon and Patel have stated them as follows:

- a) Translation interprets foreign phraseology in the best manner.
- b) In the process of interpretation the foreign phraseology is assimilated.
- c) The structure of a foreign language is best learnt when compared and contrasted with mother tongue.

**2. The Direct Method:** It is the method in which the learner's mother tongue is not used. It seeks to establish direct association between expressions and experience. i.e. showing any things like picture of a toy.

The main characteristics of this method are as follows:

- a) The use of everyday vocabulary and structure.
- b) Grammar taught by situation.
- c) Use of many new items.
- d) Oral teaching of words.
- e) Concrete meanings and abstract meanings are taught by objects and ideas, respectively.
- f) Grammar is taught by visual presentation.
- g) Extensive listening and imitation.
- h) Most work is done in the class itself.
- i) All reading material is presented orally.
- j) Enough time is given to the study of pronunciation.

This method is taken as the reaction to the Grammar Translation Method. In it, more emphasis is given on oral work and so it is an interesting one. It is accepted in France, Germany, Denmark and in many other countries. However, we find it today declining as it requires much time and energy on the part of the teacher. So modified forms of the method are being used in some countries.

The Direct Method became popular when students failed to communicate effectively using The Grammar-Translation Method. It allowed no translation of any kind. Students were helped directly to pick up the target language through the use of demonstration and visual aids without seeking any help from the native language. Let us understand this method through an example. For instance, a teacher shows a picture to the language classroom and entitles it as "an Indian fair". She asks them to observe this picture minutely for some time and then starts asking question to get feedback from the class. The teacher asks questions such as what do you see in the picture? Prepare a list of different items seen in the picture? Is it a fair or a market place? Describe the balloon stall in the centre of the tent? What do you see on the left and the right side of the balloon stall? etc. Students give response to each question in a different way. They use their imagination and knowledge of vocabulary and sentence pattern while answering the questions. In return the students also asked questions to the teacher such as Have you ever been to a fair in your childhood? Can we go to see a fair some day? Can red and yellow be mixed to prepare orange colour? etc. Wherever students responded using a single word, the teacher instructed to answer using a complete sentence,

for example instead of saying “toy”, students were supposed to say, “I see a toy stall beside the balloon stall” etc. Students learned new words in situations. A teacher focuses attention on helping students to think in the target language in order to facilitate communication. Grammar is taught indirectly unlike The Grammar-Translation Method. Attention is given on the spoken not written. Students are motivated to speak in the target language and discuss the history, geography and the culture of the target language people. They are helped with all the four major skills of the target language-Writing, Reading, Listening and Speaking. This method gives an opportunity for two-way interaction between a teacher and student.

**3. Eclectic Method:** This method is a compromise method. It is not one homogeneous method because it combines in itself all that is good in other methods. It makes use of the learner’s mother tongue when necessary. It also allows teaching of formal grammar. It makes use of situations for presenting teaching materials and freely uses the audio visual aids. In France, it is known as ‘method active’ and is known as the comparative method in England.

**4. The New Method:** Of particular relevance to India, is Dr. Michael West’s New Method. According to Dr. West, the Indian children are mostly indeed of the Reading skill. Dr. West observes that speaking a language is at least four times as difficult as reading it. Therefore, it is easy to teach reading. He also says that most Indian children need English for reading comprehension so there is no use of emphasizing speaking as the first skill. He claimed that learning to read a language is by far the shortest road to learning to speak and write.

**5. The Structural Approach:** According to this approach, structures, not mere words, are important in language learning. Structures may be defined as devices that we use to make signals, to convey meanings and indicate relationships. “Structures” are different from ‘patterns’. All patterns are structures but all structures are not patterns. For example, “He is going to telephone on Monday” is a structure. On it we can frame patterns like “She is going ...” “John is going” etc. But on the structure “Stand up”, the patterns may be ‘sit up’ or “stand down” or the like which cannot be called structures. This means that we cannot use structure ‘stand up’ as a pattern. In addition, “structure” has a linguistic orientation, while “pattern” has pedagogical orientation.

The Structural Approach is praised as the most effective method of teaching second language in Maharashtra. The approach seeks:

- a) To lay the foundation of English.
- b) To get mastery over the vocabulary.
- c) To correlate the teaching of grammar and composition with reading lessons.
- d) To teach the four fundamental skills.
- e) To lay proper emphasis on the aural-oral approach.

The structural approach has its inadequacies as well. It does not help to develop what is called these days “communicative competence”. The ability to compose correct sentences is not enough for purposes of communication. As a result, recently, notional syllabuses have been suggested in place of structural syllabuses to overcome the above shortcomings.

**6. The Bilingual Method:** This method is given by C.D. Dodson. As its name suggests, the method employs the mother tongue though not freely as in the Grammar Translation Method, in the teaching of the foreign language. The aims of the method are as follows:

- a) Fluency and accuracy in the spoken words.
- b) To make the student clear and accurate in the written words.
- c) To prepare the student in such a manner that he can achieve true bilingualism.

In other words the Direct Method which not only ignores but also attempts to annihilate the mother-tongue in teaching a foreign language. The advantage of this method is that it ensures both speaking and writing are developed in the learner. However, the difficulties in introducing this method in the present Indian context are clear. It requires teachers who are sufficiently trained in the method and who have command over written English and also on spoken English. It is notable that most of the teaching methods failed in India because of the paucity of good teachers.

**7. The Linguistic Method:** Language teaching involves three elements: language itself, pedagogical problem of teaching language and what we want our students to do with the language taught. The solutions to these problems can beget with the help of linguistics.

**8. The Information Drill Method:** In this method, students have to memorise what has been taught. Both demonstration and drills are being used in this method. Grammar and other items are taught successfully.

**9. The Psychological Method:** It is based on mental visualisation and association of ideas. Charts and models are associated with words. It includes lessons followed by composition.

**10. The Practical Method:** In it there follows practice. Students have to remember model sentences. The teacher analyses the model sentences practically and structurally. New sentences of the same kind are then produced.

**Conclusion:** To sum up, it is actually difficult to say which teaching method is effective unless used in a classroom of students with different need, learning experience, intellectual levels, cultural background and attitude towards learning English as a Second Language. Sometimes more than one method is used to bring out the desired results in the language classroom where communication becomes the key factor of teaching-learning process. Unless students learn to utilise the classroom method to express thoughts and feelings outside into the real world situations, the learning cannot be successful no matter whatever teaching method is applied in English as a SL classroom. Teacher-student role becomes the centre in bringing out the maximum within the limited time in a classroom. The methods of teaching a foreign language are of immense importance in teaching English in India. Yet the methods which give more importance to reading are more important in our country. First the objectives of teaching should be fixed and appropriate methods then should be used accordingly.

**REFERENCES:**

1. Brown H.D. (2011). *Teaching by Principles: An Interactive Approach to Language*. Pedagogy Pearson Longman: New York.
2. Larsen-Freeman D. (2000). *Technique and Principles in Language Teaching*. New York. Oxford University Press.
3. Larsen-Freeman D and Michael H.L. (1991). *An Introduction to Second Language Acquisition Research*. Longman: New York.
4. O'Grady William, Dabrovolsky Michael, and Aronoff Mark, (1993). *Contemporary Linguistics: An Introduction*. New York: St. Martin's Press.
5. Tickoo, M.L., (2005). *Teaching and Learning English*. New Delhi: Orient Longman Pvt. Ltd.

**ENGLISH LANGUAGE TEACHING: PROBLEMS AND REMEDIES****YELDI RAMESH**

Asst. Professor

Department of English

Government Degree College

Thorrur, Mahabubabad dist.

**ABSTRACT:**

*English teachers at regional medium schools face a slew of issues, including a lack of audiovisual tools, a lack of a suitable setting in which to teach English, a lack of cooperation from students' parents, a flawed testing system, and inappropriate textbooks. The purpose of this study is to learn about the difficulties that teachers face when teaching English in high school and college, with a focus on regional medium schools. It also emphasizes the importance of English in Indian education.*

**Key words:** English class, English teacher, problems, remedies

What is the difference between a subject and a language when it comes to English? It's a form of communication. It's a skill that needs to be developed. It is not possible to test it in the same way that other subjects are. Instead of a fragmented approach to language training, a complete and integrated curriculum is required. Learning English is a process that takes time and effort to master. The educational curricula should not be segmented from elementary school to college. In connection to this, Narayanan (2009) says that "because of the great ethnic and linguistic diversity found within our nation, English acts as an indispensable 'link' language. English symbolizes in Indians' minds, better education, better culture and higher intellect."

It is a controversial issue whether teaching English in regional medium schools is simple is a contentious question. Some argue that it is simple since an English teacher can teach in his own language, whereas we cannot find it in English medium schools. Other professors said that teaching English to regional medium students is a difficult task since the students are unable to understand English terms because they do not have a clear understanding of their meaning. The English language does not enjoy the same status in free India as it did prior to independence. We now teach English as a second language or as a practical language in our classrooms. However, there are some issues that necessitate extra attention and effort. They're as follows:

**i. Lack of correspondence between alphabets and sounds:** The fundamental distinction between the 26 alphabets and 44 sounds of the English language is rarely taught to Indian students. We don't see such lessons at the elementary school level. Vowels and consonants do not have their own chapter. Instead, students are taught incorrectly that the English language has five vowels: a, e, i, o, and u. Alphabets and phonetic symbols are sometimes



confused. Students want to pronounce all of the letters, but some aren't. As a result, they never learn about the proper sounds that result from articulating these phonetic symbols. It is critical to comprehend vowels and consonants as different from alphabets in order to pronounce and spell words correctly.

**ii. Dictionaries:** Most English speakers are unaware of the various functions of dictionaries and are astonished to realize that dictionaries are an excellent resource for learning how to pronounce English words correctly. Few people consult dictionaries to learn how to pronounce difficult words correctly. The accent and pronunciation of people who speak it as a second language are inextricably influenced by their mother tongue. Using dictionaries can help us become closer to the RP model of English pronunciation.

**iii. Class-room Conditions:** These conditions include the number of students in a class, physical arrangements for the class, teaching materials such as chalk, blackboard, audio-visual aids, and a library, among others. A class of roughly fifty students becomes un-widely while teaching a second language, and students cannot receive individual attention. The issue is that our students in Indian schools and universities do not have access to audio or visual assistance. Leave aside the tape recorder, lingua-phone, film strips, and other essentials for learning English worthy of the name in our schools. In government schools and institutions, online education is never used. About the importance of online education, Anderson (2004) claims: "The Net provides expanded opportunities for students to plunge ever deeper into knowledge resources, thus affording a near limitless means for students to grow their knowledge, to find their way around the knowledge of the discipline, and to benefit from its expression in thousands of formats and contexts" The availability of appropriate instructional materials and audio-visual aids can undoubtedly improve English teaching in India.

**iv. Reverse Teaching:** In the United States, native English speakers listen to the language in order to learn how to speak it before being taught the script; but, in India, the process is reversed. Students are first taught how to write and read a script, with speech and listening abilities falling to the wayside. Furthermore, the emphasis is placed on writing English without completely grasping its meaning. The general criticism is that speaking and reading abilities have been entirely disregarded. The Indians learnt "English not mainly in order to talk in English, but in order to get at the knowledge and thought which is stored in English. They are learning English to read" (West, 1926) and so the aim of teaching English in India should be "to create a class of one-way values of people who can read English and set vital ideas" (West, 1926).

**v. Translation Issues:** A bilingual approach to English instruction is used in many institutions and colleges. When learners try to synchronise their mental processes in the vernacular with the tempo of English language, they run into problems. The structure of English differs between regional languages and English, and it is critical that this distinction be highlighted to young learners so that they are aware of the differences between the two languages. In English, subject, verb, and object are subject, verb, and object, whereas in many regional languages, for instance in Telugu, subject, verb, and object are disordered as subject, object, and verb.

**vi. Textbooks:** English textbooks suffer from a variety of problems. Despite the fact that these text books were prepared by renowned professors, the course editors failed to focus on the learners' issues. They don't follow the students' English standards. By providing useless and uninteresting material, they are leading the learner down the incorrect path. Students' speaking skills aren't always tested in the texts. Different states' education boards have implemented similar policies. Many flaws can be found in the textbooks. While reading these texts, a number of students have difficulties. Subject professors notice a number of flaws in them, as well. These publications fail to deliver the goods when placed in the hands of typical English teachers. The topic has little to do with the learners' immediate surroundings. Learners face challenges with vocabulary and structures as well. Many of the events in the novels are out of step with the learners' mental abilities.

**vii. State Policy:** Each state is responsible for its own set of policies. They almost never stick to their guns when making a decision. Depending on the situation, policies are occasionally amended. They could have one policy for one year and a different policy the following year. English was once required of third-year undergraduate students in Andhra Pradesh, but it was removed from the curriculum after only a few years. "There have been regular changes in Government policy toward the teaching and learning of English in numerous states," according to the report of the study group on English education. Teachers and language learners are both affected by the government's changing policy.

**viii. Syllabi:** The English syllabi for various classes are far from adequate. Many students complain that the syllabi's prose and poems aren't funny; instead, they're essays that don't focus on abilities. The students pass the exams, but they are unable to apply what they have learned in their real-life situations. Many essays, stories, and letters/applications are taught in their schools. They can write on occasion, but their errors entertain the audience. Even a graduate student nowadays would struggle to create a basic application because he had studied everything from an examination point of view rather than from a practical point of view.

**ix. Methods:** There are a variety of ways to teach English, including the following: The classic translation-cum-Grammar Method of teaching is still used in most Indian colleges. Our professors are not fond of the new approaches, which include structural, communicative, and situational. Grammar and composition continue to play a significant role in the educational curriculum. However, they are unaware of the fundamentals of language instruction. Teachers spend time by teaching grammar under the influence of compasses, which does not foster the four fundamental abilities of language learning. As a result, this sort of instruction should be phased out, and teachers should strive to help students speak, read, and write fluently in English.

**x. Teaching of literary forms:** Introduction of literary forms like as poetry, plays, short tales, and other finer nuances of the language in the syllabi before the student has learned the fundamentals of the language is a complete waste of time for everyone. In the recent past, using literature to teach English has yielded dismal outcomes, as it has failed to meet the goal of improving students' language skills. Furthermore, it has exacerbated the problem by

adding to the sorrows of English-language-challenged Indian students, leading to a linguistic aversion among them.

**xi. Passive Students:** In India's educational system, students are lectured rather than encouraged to produce English. As a result, English teachers instill the importance of speaking in their students. Students are not given enough opportunities to speak the language and are not exposed to proper English. As a result of their lack of practice listening to the language, kids are unable to comprehend spoken English. The continual practice of the four skills is necessary and should be emphasized when learning a language.

**xii. Parental Intervention:** Parental interference in the work of teachers obstructs progress. When a teacher tries to implement new methods of teaching English, he is hampered by the parents whose children are enrolled in the school. It is possible that the parents are religious. They were educated in some way, and they want their children to be educated in the same manner. In such situations, the teacher must adapt his or her teaching methods and teach in the manner that the parents prefer. As a result, the problem is worsened by the parents' interference.

**xiii. Correction Work:** When teaching a language, correction work is crucial. When teaching a foreign language, such as English, correction work is even more critical. However, we have discovered that it receives little attention. This is a huge problem in India because there are just a few English professors and lecturers. The school administration makes no attempt to determine what is causing the rectification work to be neglected. The number of periods for English teachers is the same as for other disciplines. When dispersing workload, their weight of labour due to rectification work is not taken into account. Teachers are unable to do justice to their responsibility of correcting students due to their overworked schedules. It was agreed upon by all teachers.

**xiv. Examination System:** The Indian examination system is a sham at all universities. It does not assess a student's knowledge; rather, it assesses how many marks he can obtain by writing down anything he reads. It does not appear to be trustworthy. Exams have become a priority for both students and teachers. Everything they do is solely for the sake of a test. The person who sets the paper, the examiner, the teacher, and others are unconcerned about actual language learning. The questions are set by the paper setter, who only assesses the learner's packed information. The teacher and students do their assignments while keeping the examination schedule in mind. Things that are crucial for the examination are addressed. In academic exams, there is no question about spoken English. This vital part of language learning is overlooked by everyone. If the board of studies introduces it, students may strive to train even harder in order to gain higher scores on the exam and be able to speak more effectively. Teachers and students continue to be concerned about the upcoming assessment.

**xv. Web based Learning:** English has become easier to learn more than ever before with the availability of many sources to help people learn very easily and enjoyable. Web based learning drags the attention of the learners very quickly but most of the schools and colleges in India have limited resources. Web based learning is one of the fastest growing areas in education. It is widely accepted that advances in information technology and new





developments in learning science provide opportunities to create well-designed, learner-centered, interactive, affordable, efficient, flexible e-learning environments (Khan, 2005).

It is important for course designers and teachers to familiarize themselves with the ways to classify tasks. The different components of a syllabus can be fulfilled as to be made up of different types of tasks. (Hossemi, 2010) It must not be forgotten that mere knowledge of the fundamental concepts of grammar or literary works does not translate into fluency in spoken English. So, there should be equal focus on practising of all the skills related to the language. There should be a practical examination in all these classes, where students' spoken and listening skills are also to be tested along with their reading and writing skills. Though it is difficult to completely overhaul the system or change the deeply entrenched practises overnight, a slow and gradual change will make a difference in the times to come. Rooting out some of the anomalies will pave the way for the future good of English language teaching in India.

#### REFERENCES:

1. Anderson, T. (2004). Toward a Theory of Online Learning. *Theory and Practice of Online Learning*. Ed. Anderson and Elloumi. Athabasca: Athabasca University, 33-60.
2. Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
3. Hosseini, Hosseini Shams & Nadaraja Pillai, N. (2010). Importance of Task-based Teaching in Second Language Acquisition: A Review. *Language in India* 10, 117-132.
4. Khan, B. H., (2005). *Managing e-learning: Design, delivery, implementation, and evaluation*. Hershey, PA: Information Science Publishing.
5. Narayanan, R, Rajasekharan, Nair, N & Iyyappan, S. (2009). English Language Teaching in India: A Theoretical Study. *The Modern Journal of Applied Linguistics*. 1, 42-51.
6. West, Michael. (1926). The Bilingual Problem. *Education in a Changing Commonwealth*. Delhi: Bureau of Education, 104-129.

**USING YOUTUBE AS AN EFFECTIVE TOOL TO ENHANCE SPEAKING SKILLS:  
AN EXPERIMENTAL STUDY**

**P. YELLAIAH**  
Research Scholar  
Department of English  
Osmania University  
Hyderabad

**ABSTRACT:**

*English is a world language because of its wide use across the globe. The tremendous development in science and technology, electronics and social media have further increased the demand for English. English has been considered as library language and students required English primarily to refer and read books related to their study and to keep abreast of the increasing scientific and technical information encoded in English. Today, multinational companies, and other private sector industries give importance to communication skills in English and it occupies a central place in our day-to-day lives. Currently, a development in information technology has further stressed the importance of the oral communication in English. English is highly essential for those employed in public/ private services like banks, hotels, restaurants, railways. The absence of a good command over English, specifically speaking skills, is one of the biggest hindrances for those who want to survive in today's competitive job market. Therefore, it has become very mandatory to focus on how best one can get command over speaking skills in English to get on. The present paper discusses how YouTube plays an important role in improving the language skills.*

**Keywords:** Effective skills, language activities, Youtube, online education

The present course books covered prescribed by the Osmania University cover all LSRW skills but when it comes to speaking, lacking. Generally, speaking is “the process of building and sharing meaning through the use of verbal and non verbal symbol, in variety of context” (Chaney, 1998). Speaking is the most natural way to express one's own feeling, thoughts, opinions, ideas and insights.

**Research Problem**

Present undergraduate students of rural areas cannot speak English fluently; besides, they are having their textbooks which cover all four component skills (LSRW) of language.

### **Aim of the Research**

What students need with regard to the spoken English is from the employability point of view? What needs to be done in order to help them to communicate in English confidently and fluently? The main purpose of this paper is to enable speaking skills of the under graduate students of Osmania University by introducing speaking materials form YouTube, as teaching aids.

In today's competitive world, good LSRW skills will provide the right opportunities to get success, these skills are require to maintain relationship and better understanding which plays vital role both at personal and professional level. Lack of communication skills will certainly affect the future of any students. These days most of the job opportunities have made it a mandatory that employees should be proficient at English. It is LSRW method which plays pivotal role in enhancement of English speaking.

The present research paper tests on under graduation students speaking skills. English is taught has a compulsory subject in all two year of degree course. The students have the course books but it doesn't provide adequate spoken skills to the students. My present work may enhance speaking skills using YouTube Clips.

### **HYPOTHESIS**

- a) The degree students are lacking speaking skills
- b) Textbooks do not give adequate opportunity to develop and practice speaking skills in and outside the classroom.
- c) Teachers are not competent to use modern teaching aids to enhance speaking skills.
- d) Identification of solutions that could solve the problems of students in speaking English using you tube as aid.

### **RESEARCH QUESTIONS**

- a) Are the degree students able to speak in English fluently?
- b) Do the textbooks give adequate opportunity to develop and practice speaking skills in and outside the classroom?
- c) Does the teacher is competent enough to use modern teaching aids to enhance speaking skills activities in the classroom?
- d) Do the teacher uses you tube as a teaching aid to teach speaking skills?

### **REVIEW OF LITERATURE**

Speaking is the significant to an individual's living process and experiences. Speaking is also most naturally way to communicate without speaking, people will remain in almost total isolation from any kind of society. For most people, ability to speak language is the same with knowing a language since the speech is the most basic means of human communication. When we speak, the organ, mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. Speaking is not a just making sound. Birds, animals, babies makes sound and though it may communication of sorts, it is not speaking. Speaking must convey meaning.

In general, speaking is a more complex skill than listening. It is an act of creating. In addition to knowing the language, the speaker must think an idea. The activity of speaking involves

the consciousness of grammatical, lexical and cultural features of the language, ability to speak without grammatical errors.

According Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feeling, ideas, etc., by or as talking it involves the active ties in the part of the speaker as psychological [articulation] and physical [acoustic] stages”.

Noah Webster’s New Twentieth Century Dictionary gives Variety of meaning of speaking.

- a) To tell, to say, to make, now as by speaking to declare; to announce
- b) To proclaim to celebrate
- c) To use or to be able to use in speaking
- d) To address

There are many definitions and meaning provided by researchers, linguists and teachers. Chomsky’s model of communicative competence: According to Chomsky (1965), competence is ‘ideal’, language is system that makes it possible for speakers to produce and understand an infinite number of sentences in their language and to distinguish grammatical sentences from ungrammatical sentences in their language, by grammatical ‘irrelevant’ conditions such as speech errors and the actual use of language in concrete situation is ‘performance.’

Canale and Swain’s (1980) version of communicative competence presented an integrative theoretical framework consisting of four main competencies: grammatical, sociolinguistic, strategic, and discourse competence. Grammatical competence, the first component of the model refers to the knowledge of the language code. It includes the knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structure. Sociolinguistic competence refers to knowledge of sociocultural rules of use in particular context. Strategic competence involves the knowledge of how to use verbal and nonverbal communication strategies to handle breakdown in communication. Discourse competence, the last model, is concerned with the knowledge of achieving coherence and cohesion in a spoken or written text. According to authors, learners’ knowledge of these four components was essential to prepare them to face their communicative needs in their second language.

Canale and Swain also give much importance to Hymes’ appropriate element in their model. Canale and Swain have claimed that a communicative approach in a language teaching must integrate all the types of knowledge mentioned above to facilitate the learners.

## **THEORIES FROM DIFFERENT SOURCES**

“We do not nearly know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means, making decision rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appeared in our path” says Bygate (1987) Bygate views the skills are two components. They are production skills and interaction skills (1987): production skills-Time pressure [processing conditions] tends to affect [in certain way] or limit the oral production. The speaker therefore, has to use devices in order to ‘facilitate’ the production, and often has to ‘compensate’ for the difficulties, says



Bygate. Simplifying structures, ellipsis, formulaic expressions and using filler and hesitations devices are the four elementary ways of felicitation. The compensation devices are used interaction skill-in spoken interaction, speaking and listener do not merely have to be good processor of the spoken word but be able to produce coherent language in the difficult circumstances.

The word of the speaker should be good communicator which means good at saying what they want to say and listener much understand what the speaker wants to convey. The communication of the meaning largely depend s upon the two skills. They are the routines and ‘negotiation skills’. The routines are the typical patterns which speaker organizes what he/she wants to communicate. The information routines include frequently recurring types of information structure [stories, description, comparison and instructions] involved and it is one kind in formation routines. Bygets divides the information routines into two divisions according their functions into evaluative routines [explanation, prediction, preferences, decisions], and expository routines [narration] description, instructions].

The second of information routines is interaction routines. It presents a characteristic ways in which interactions are organized; dealing logical organization and order of the parts of the conversation, telephone conversation, interviews and conversation at the party are some example of interaction routines. Negotiation skills solve the communication problem and enable the speaker and listener to understand what they are speaking to each other. Negotiation skills are routed through the management of interaction and negotiation of meaning.

There are two aspects negotiation skills, one is ‘management of negotiation ‘and other is ‘negotiation of meaning’ says Bygate (1987). ‘The management of interaction is the first aspect of negotiation skill and according Bygate, it refers to business of agreeing who is going to speak next and what he/she is going to speak about’. The agenda of management and ‘turn taking’ are the two aspects management of interaction. The choice of the topic, its length, the beginning and ending controlled by the agenda of management and how to signal, that 01.1 he/she wants to speak, recognizing the right movement to get chance to speak.

The mental social processing includes three features:

- 1) Language Processing: processing the language in the head and putting it into coherent order so that it can be comprehensible, when it come out of the head, it also involves retrieval of words, and phrases of memory and their assembly into syntactically and propositionally appropriate sequences.
- 2) Interacting with others: including listening and understanding of how the participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 3) [On-the-spot] information process: processing the information that the speakers gets in mind, initially to the listener.

For a successful oral communication speakers need knowledge of language features, ability to process the information, and language on the spot. The rapid processing skills help speakers process the information and language on the spot.

### **Teaching Aids to Develop Speaking Skills**

Teaching aids are materials that the classroom teacher uses to help students understand the concepts she introduces during her lesson. These teaching aids can take numerous forms from the beans students might count while learning simple math in kindergarten to the photos of famous people and places teachers might display during a history lesson.

Video is a powerful supplement to classroom instruction and having cohesive instrumental  $\mu$ an in place make for the most effective video based lessons. It is important to realize that videos are dynamic in the sense that they are time controlled. They can be paused to interject comments, quiz questions or links between what is being presented on filling what is being taught. Video helps the students in understanding language by bringing him indirect contact with objects and things, bringing the distant things near, by bringing the world into the classroom.

Teaching aids which affect our organs of audibility and sight are called ‘audio visual aids’. The mind nerves receive knowledge from the auditory nerves or vision. The five senses are gate of knowledge. According Coban, 86% of knowledge comes through seeing and hearing. Basically audiovisual can be classified into two categories: “The Audio Aids and Visual Aids”.

One sense of perception are called uni-modal instruments, instruments like radio, tape-recorders, slide projectors, overhead projectors (OHP), Epidiascopes, Gramophones etc., most of these instruments not used. Instruments such as television video tape-recorders, CD player, i-pod, tablet, etc., we can see and hear, such instruments are called ‘bi-modal’ apparatuses. They cater to senses of perception. These instruments are more useful today.

- a) Newspapers, magazines are called ‘authentic materials ‘
- b) Visual-Aids
- c) Black-board. charts, maps, pictures flannel board and films.
- d) Audio-Visual Aids
- e) Computer, T.V. cinema, you-tube, face-book

Audio-Visual aids help the students in understanding language by bringing indirect contact with objects and things, audio-visual aids promote remembering by involving the many senses of learners by arousing their curiosity, it reducing dependents on mother tongue. Help information of language habits by drill repetition and constant practice, and promote teacher’s efficiency by saving the time and energy. Today you-tube also plays vital role to developing speaking skills in the class room situations.

Youtube.com was started in February 2005, hosts videos that are cumulatively currently viewer more than two billion people each day ‘Time Line’ 2011. You-Tube is enhancing speaking skills for under graduation students of Osmania University. It develops their

pronunciation skills and coherence in language speaking. You-Tube.com to teach English and stimulate learner autonomy, it is valuable tool both student and teacher. Using you-tube inside and outside the class room can enhance conversation, listening and pronunciation skills and enhance expose to world English, promoting authentic vocabulary development.

### Methodology

It is an experiment research. The study is an attempt to study the needs of the students with regard to the spoken English and how you-tube can be helpful to improve their spoken English and also consequently improve their chance in getting jobs .The sample of research is student of O.U. studying 1st year

The study will be divided into two stages:

- a) Pre-intervention stage
- b) Intervention stage

In the pre-intervention stage, first the students speaking activity recorded and analyses to know whether they speak English properly and later the students and teachers questionnaires analysis. In the intervention stage, you-tube clips on speaking activities are in introduced and will be taught for 60 days. The the students' opinion is on the material you-tube.

### SAMPLE

150-200 students are from undergraduate course students of Osmania University. They are studying B.Com, BSc, through regional medium and English medium. Consist of ten items on speaking skills:

INTERVENTION Material:

- a) Role-play
- b) Just A Minute
- c) Describing Objectives
- d) Talk about your favorite person/thing
- e) Dialogues
- f) Reading the pictures
- g) Action chains
- h) Conversation drill
- i) Group discussion
- j) Tile use of songs
- k) Oral composition

After the intervention period for sixty days post test will be conduct to test the speaking skills with adding you-tube clips on speaking activities. Thus the paper concludes that it aims to enhancing speaking skills of under graduate students of Osmania University by introducing YouTube material as teaching aid. This type of research help student to improve the speaking skill in English and also helps them in their goals.



## REFERENCES

1. Berk. R.A (2009). “Multimedia Teaching with Video Clips: TV, Movies, You-tube, and MTVU in the college class room.” *International Journal of Teaching and Learning*. 5 (1), 1-21.
2. Brown, G & G Yule. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
3. Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
4. Bygate, IVI. (1984) *Speaking*. Oxford: Oxford University Press.
5. Canale, M., Swain, M. (1980). *Approaches to Communicative Competence*. Singapore. SEAMEO. Regional Language Center.
6. Chaney, and A.L. Burk, T. (1998). *Teaching Oral Communication in grade K8*. Boston: Allyn & Baken.
7. Chomsky, N. (1965). *Aspect of Theory of Syntax*. Cambridge: MIT Press.
8. Tony Erben. Ruth Ban & Martha Castaneda (2009). *Teaching English Language through Technology*. New York: Routledge.