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MESSAGE

I am pleased to know the Department of English of Sourashtra College is organizing an International Seminar on *Challenges and Opportunities in English Language Teaching in Postcolonial Era* in the Golden Jubilee year of our college. English Language Teaching (ELT) has undergone tremendous changes in the Postcolonial era and it has created a big impact in the field of education. I congratulate the Department of English for choosing a topic which is the need of the hour.

The Department of English has made substantial and noteworthy contributions for the three fold domain of higher education – teaching, research and extensions. Since its inception, the Department has been regularly organizing seminars, conferences, workshops on important themes, in addition to performing its regular activities of teaching and research.

I am glad that the papers are published in the form of a book. I wish to record my sincere appreciation to the editors for having taken up this hard task. I congratulate all the contributors for their thought provoking writings. I wish the Seminar all success and I further wish all the delegates to take back happy memories of the Seminar.

10.01.2018

(D.R.Kumaresh)
Secretary



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MESSAGE

I am extremely happy to note that the Department of English of Sourashtra College is organizing a one day International Seminar on *Challenges and Opportunities in English Language Teaching in Postcolonial Era* on January 10, 2018. It is indeed a feather added on the achievements of the Department of English. English Language teachers play a vital role in the students' linguistic and social world. Technological innovations go hand-in-hand with the growth of English and are changing the way in which people communicate, work, trade, entertain and learn. It is a pleasure to note that the Department of English has chosen the right topic at the right time. Started in the year 1967, the department is taking best efforts in the fields of teaching language and literature. The department has been organizing seminars, conferences, and conducting competitions to the students to develop their language, enhance their literary skills and enrich their knowledge on literature.

It gives me great pleasure to note that the papers are published in the form of a book. I congratulate the Head, Staff and Editors of the department of English for their fruitful contribution to the society.

I am sure the participants would have fruitful deliberation on the day of seminar and I wish the seminar grand success. My best wishes for their future meaningful academic endeavours.

10.01.2018

(V.G.Ramdoss)
President



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MESSAGE

It is a great pleasure to know that the Department of English has taken a step further in organizing an International Seminar on *Challenges and Opportunities in English Language Teaching in the Postcolonial Era* on January 10, 2018. Language is social behavior and English language is a representation of social reality in India. English Language Teaching has benefitted greatly since the advent of the Internet. I express my hearty congratulations to all the staff of the English Department for their concerted effort in bringing out the papers in the form of a book.

The Department of English of our college is active and helping the students to acquire the skills needed in the academic and real life contexts.

I wish the Seminar a grand success and also wish the department to conduct more academic oriented programmes in the days to come.

10.01.2018

(Dr.L.P.Ramalingam)
Principal

FOREWORD

Just as a tree produces new shoots and new branches year after year, so too new ideas and fresh thoughts in English Language Teaching have grown outwards and upwards, while still drawing strength from the main stem. In this sense, our new publication is a collective endeavor of the Department of English, Sourashtra College, Madurai. The papers presented at the International Seminar on *Challenges and Opportunities in English Language Teaching in the Postcolonial Era* are on a wide range of topics covering challenges and improvisation of teaching English in the Digital Era, trending current issues in language learning and assessment, highlighting human values through ELT, learning English through technology and social media relating theory to practical application in syllabus design, teaching and testing materials.

It is hoped the various attempts to interpret English language for classroom use ignite discussions in the broader educational context in the years to come.

Dr. Subbulakshmi Sundaram

Former Reader

Sourashtra College, Madurai, Tamil Nadu

EDITOR'S NOTE

The international contexts of English Language Teaching are diverse. This publication is a collection of papers studying developments in both theory and practice addressing key issues in the field by teachers and research scholars from different educational institutions in Tamilnadu and various parts of India. With due regard for social, historical and pedagogical factors, the edition has been divided into four sections.

The first section is concerned primarily with Challenges and improvisation of teaching English in the Digital Era. The second section is concerned with Trending current issues in language learning and assessment through different approaches.

The empirical material in the third section analyses the continual reshaping and restructuring ELT objectives, syllabus design, methods and testing procedures.

The papers in the last section address the working methods and discuss several new directions in ELT blending human values. I hope the papers extend the boundaries of the frame in which ELT is viewed.

I owe my sincere thanks to the management of Sourashtra College Council, for their unstinted support to host this event in a grand manner. I thank our Principal for his continued support in making this event a unique one.

I wholeheartedly congratulate the authors for their praiseworthy contribution. Also I compliment Bodhi Journal team under the dynamic leadership of Dr. Balakrishnan who has meticulously compiled the precious content to the benefit of society.

I am indebted to members of our Department and the Board of Editors who have cooperated and contributed much in adding success to come out with our first publication.

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EFFECTIVENESS OF E-LEARNING IN ENGLISH LANGUAGE TEACHING

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Abstract

E-learning has the power to make language learning an enjoyable experience. Internet in the field of teaching-learning a foreign language is interesting and worthy of use. In the world of globalization, E-learning is a key to all walks of life. It is computing of knowledge, data, interpretation, information, analysis in a faster way. The Internet is one of the most powerful and useful instructional tools. It provides different teaching-learning activities. Teachers of English have to use and evolve alternative materials, methods and approaches that will be in tune with the objectives of ELT. They need to explore ways to find materials on the Internet and experiment them to improve their teaching. The concept of E-learning education as an area of study is emerging and fairly innovative to educationists and researchers in India. The present paper aims to show how E-learning provides some possible variety of contexts for the effective teaching and learning process of English language.

Keywords: *E-learning, ELT, instructional tools, alternative materials.*

Language is a means of communicating thoughts and feelings. It is also a means of communicating information. As Bolinger, Dwight, (1995:38) says, "Language is species - specific. It is uniquely human trait, shared by the culture so diverse and by individuals physically and mentally so unlike one another". Language is not merely the medium of instruction at all levels of education. It is the medium of growth. It provides capacity for preservation and communication of intellectual life. At a higher level, it provides the medium of fresh and free thinking and research.

The ever-growing need for good communication skills in English has created a demand for English teaching all over the world. The worldwide demand for English has created a requirement for quality language teaching and language teaching materials. E-learning is a rich source for English language teaching and learning. This type of language learning can help the teachers to create interesting and professional interactive classes. Many innovative pedagogies can be adopted for English Language teaching. On internet many free websites are available which may be utilized by teachers and students for understanding different concepts, improving

vocabulary, developing reasoning and thinking, etc. E-learning helps in preparing students for GRE, TOEFL, etc.

E-learning is the most powerful instructional source. According to Stacey and Rice, (2002:27), "Internet makes available information within a very short time." It is becoming the communication tool that is unrivaled for its power, speed and ability to reach a number of users". In short, there is a wide variety of activities each focusing on language study, listening, reading, speaking and writing that can be used in the classroom.

This is an age of information dominated by digital technology. Majority of present devices are based on digital technology. E-learning provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. E-learning provides flexibility to learners which is denied by the traditional process and method. Flexibility is necessary for mastering the quality learning. This paper highlights the

importance of E-learning in ELT classrooms, the teaching – learning process and the psychological perspective on the education system.

Many of the traditional teachers of English have used audio -visual aids for years, and there have always been creative teachers who found ways to use the popular media like comic books, cartoons, newspapers for a good advantage in their teaching. If English teachers are doing anything well they cannot try everything, and many teachers contend that sufficient work with literature, language, and written and oral communication leaves little time for media. Despite such reservations, however, few teachers dispute the importance of Print media in today's world, and an increasing number of English programs, textbooks, and teachers are giving media study a prominent place in the curriculum. They best fit themselves into the English curriculum because they represent an extension of our present concern with language and communication. When students are involved in using media, the classroom in many respects becomes a workshop. Students use tools and manipulate objects; they move around and talk more freely; they involve themselves in projects which preclude traditional teacher domination. Such activity creates a very different climate and physical-social environment which may be particularly effective with students who are uncomfortable in formal classroom settings. A teacher may also achieve some variety in more customary class routines by using print media in lectures, recitations, discussions, and assignments.

Student-Centered Approach in E-Learning

E-learning has changed the roles and relationships of learners and teachers by interfering and changing their interactions. The student-centered approach can be seen as the common pedagogical frame for language learning. This approach is based on the deepened understanding of a student's learning. This is a constructivist approach that the student's learning is seen as an active, individual and socio cultural

process dealing with the construction of cognition and competence. The online pedagogy follows up the globally desirable trend of a shift from teaching to learning.

In the context of online pedagogy the teaching aspires to support students. In comparison to the teacher-centered pedagogy, the focus is shifting to the observation of implications for learning, the orientation to the process of learning and the feedback activities of the teachers regarding progress in learning. In the student-centered approach, the emphasis is moving from the traditional institutional-centered teaching towards the support of learning. To maintain the student-centered environment, it is necessary that the process of learning should be very well understood. Today, learning is viewed as a natural, social and active process that is based on the student's abilities, interest and culture. There is a shift in the role of the teacher from knowledge transmitter to a learning facilitator.

All teachers, from the most traditional to the most innovative can find use of Net in their teaching. There is plenty of opportunity for short, quick practice activities as well as full blown tasks and extensive projects. Though Internet does not substitute for a good teacher, it enriches our classroom resources. However, by its very nature as a tool for communication, it does lend itself particularly to communicative and task-based learning. It is inevitable, that the role of the students in the classroom changes slightly when working with computers. Naturally, using internet as a classroom tool intensifies the need for skillful classroom management and poses new challenges - challenges to facilitating interaction, to time management and to planning.

Focus on Language

There are many ways to focus on language with our students, without restricting ourselves to sites specifically designed for ELT. Certain sites lend themselves perfectly to these activities. For example, many dictionaries and lexicons, with their friendly, interactive interfaces, offer students

a chance to work on strategies for learning vocabulary.

Internet Lessons: the Teacher's Role

Internet is one of the most powerful tools for teachers to help students to collaborate, interact and participate in the learning process. The students are faced with thousands of Internet sources. They cannot effectively handle such large amounts of information. One of the most important factors is to assist their students so that they can discover what they enjoy most according to their level of linguistic competence. Internet-based lessons, as opposed to course- book lessons demand active role of the teacher in searching for materials, adapting them to the level of the class, creating tasks to be executed in the classroom. The teacher can teach using Power Point multimedia presentations, show demonstrations in Flash or similar software, answer students' questions etc. This helps in bringing more experts to the distributed classroom. With the use of internet, the teacher can extend his or her role beyond the classroom. According to Holtan Laura Jean (2011:1) "The Internet is a rich source for activities and material for English- language

learning teaching. It can help teachers to create interesting and professional interactive classes".

Teachers' proficiency in using technology is indeed one of the major concerns related to how technology can enable creative learning and innovative teaching. Teachers' role includes planning, analyzing, organizing and problem-solving in a student-centered environment. Teachers of language and literature can use the Internet, digital media tools, and common software applications to enhance students' learning.

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TOPIC: BLENDING HUMAN VALUES AND ETIQUETTE IN TEACHING ENGLISH LANGUAGE AND LITERATURE

K.Anitha

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Abstract

Our ancestor's vision on imposing knowledge within us through education is to make a better human being for the society. Education has its roots to improve human behavior and morality. It is through language we transfer our thoughts, ideas, and perceptions to others. The English Language has moved up on the scale from being a mere source of communication to be an effective tool to understand all the aspects of knowledge under the sun. English language and literature have a close relationship with the representation of human values and moral ethics by its own nature. In today's educational system of teaching and learning, the importance of value-based education is given the least importance which is obviously reflected in our societal behaviors. The main reason for the negligence is because of the nature of education is more theoretical than encouraging practical perspectives. To enhance our future generation morally may not directly possible in this fast-economic centered society thus we can use the English language to serve the purpose. The major aim of the paper is to explain the importance of teaching moral education to the growing young community and also to express the possibility of blending it while teaching English language and literature.

Literature and morality have always been a critical area of debate because of its complex structure and its interconnection between the education system and the learning community. Understanding human values and etiquette is an essential element in the learning process to give more fruitful development in the field of education.

“Education without values, as useful as it is, seems rather to make man a more clever devil.”

– **CS Lewis**. As the statement proposes a person lacking morality cannot be considered as well educated. Morality helps us to segregate the right and the wrong about our actions and thoughts, and what is good and bad in our day to day practical life. The process of learning is not just an academic activity it nurtures our ability to analyze and face every circumstance in our life with a strong confident attitude.

Value education is the process of understanding the ways to mold one's inner character and to decipher its flaws, making them better human being with strong moral ethics. Values are not just a set of rules to be transferred from one generation to other it is the key element through which we are introduced to various cultural development. The sad part is that morality

and value-based learning is not considered seriously in today's environment.

The process of sowing ethical philosophies must have its beginning from schools, this is because the mind of children at this age is filled with eager and enthusiastic to listen to new things. They are unaware of any principles of life thus when they are taught it will sustain their character throughout their life. This is not the case when we consider college students they are already aware of what is good and what is bad but unaware of applying the same. Here the teaching process should take diversion according to the age and maturity of the students to help them understand the ways to implement the moral values in their day to day life.

The value education is not just for creating a good person but for changing society. Big societal changes lay in the thinking of little brains where morality will act as deciding factor. The learning process nowadays is more towards materialistic sense and curriculum oriented. When this is the case the quality creative thinking and response to practical situations among the learners will be primitive.

The importance given to the understanding of human values and etiquette is very low and

unnoticed. The reason behind the negligence is because of the preference given to the academic rank and grades to be obtained. We cannot emphasize the complete change in the educational system, it is clever to implement new ways to gain the desired impact of learning both academic portions along with value education in some form.

English is a global language learned by everyone either as a discipline or for communication purpose. Thus, the language is introduced to every single person. The importance of learning English and human values when paired up together will compensate each other so blending these two will enhance the education system and society as a whole. Learning value education in English is not just a process of learning a language but it creates a wider impact than learning in regional languages mainly due to its popularity and diverse exposition to different cultures.

“What we learn with pleasure we never forget”

- Alfred Mercier

Literature is the mirror of society is the prime feature of English language the literary elements in the language are not any scientific factors invented but are life experiences portrayed in an entertaining way. The teaching of English language has become very prominent in the last three decades this is because of the educational resource materials for many technical fields of education such as engineering and medicine are available only in English.

Students, when introduced to the literature, are able to understand the social aspects and human values by reading some novels or short stories or poetry or dramas. At the same time by reading literature every student can improve their vocabulary, sentence construction, grammar, and critical thinking. Thus, the importance of learning English results in understanding language, directly and indirectly, the moral values which are far more needed for our present education system.

Blending Human values and Etiquette in teaching English language and literature is a very energetic platform for the students to exchange

their views and ideas. The exhibition of multicultural and political background encourages the students to become more creative than productive. The usage of English language in the process of learning demonstrates the possibility of understanding themselves and the society we live.

Any work in Literature is an explicit expression of the author's impact in his personal life or from the community he lived in. When the work is learned it acts as a lesson for its readers to understand the situation and contribute self-realization.

When we consider literary works of great philosophers such as Aristotle, Socrates, Plato etc their works will be the formulation of their thoughts and ideas in a literary form to bring change in the society. For example, “The Republic” Expresses Plato’s dissatisfaction of the Athenian politics and suggested the scope of “Justice” by introducing an imaginary “Ideal state” to act as a model to the existing state to bring changes in the future.

The nature of English in both literature and language forms enhances to understand our society in a more interesting manner. The understanding of human values, ethics, and philosophies being lost its importance when learned along with the English language will be an effective means for the students to learn and adapt in their life.

The strategies through which the English language will blend in the process of learning human values and understand morality are through its various literary devices.

Poetry

It is a very delicate field. When students are introduced forms of poetry such as patriotic poems. For example, when we consider Bharathiyar songs it was for the purpose of provoking the feeling of patriotism during the period of independence hence it expresses the societal environment he lived.

Thus, the teachers can include a valuable element such as honesty, humanity, respectful

nature etc which will influence the character of the students effectively. When the poem is read and repeated over and over again these values will be rooted in them.

Prose

The form of prose is easier to understand than a poem. Various short stories and novels when read by the students will enhance many ethical philosophies and at the same time increases the creative mind of the reader. The moral of the stories will encourage them to exhibit in their practical life. While reading a novel they are able to understand human behavior, attitude, male-female relationship etc. Thus, the English language is considered as the source for gaining access to world knowledge by adopting the values and morals taught to them.

Drama

Drama is always famous for the pictorial form of entertainment. It will give more interest when considering other forms of literature. The usage of dialogues enhances the students to learn pronunciation, vocabulary, stress, intonation, and expression. The exhibition of drama and the various characters in it will deliver the good deeds and flaws of all characters which will make the students analyze their own character and behavior. For example Shakespeare's plays "Julius Caesar," "The Merchant of Venice"

The various approaches through which learning human values can be paired with learning English language or literature are

1. The English quotes when read will give an intense feeling to create a moral awareness. Example "I walk slowly but I never walk Backward"- Abraham Lincoln. The writing speaks more effectively than speaking.
2. Students should be asked to write reports on their analysis of reading any literary work this enables them to understand better and represent their critical or analytical views.
3. Organizing debates and discussions on topics frequently will enable them to improve

vocabulary and understand the ethics of the works in a more intense manner.

4. Informing the historical background or the work and the author will make the students understand the social change and the way they have to act in future
5. The process of giving value education should be more of an interactive session than any other theoretical classes.
6. Discussing more of the current issues in the society along with the subject will help the students to understand the environment around them. This process can be done by making students read newspaper and journals etc this way their reading and speaking skills will also develop.
7. Communication activities such as role plays, mono acts, drama etc will help them understand the value of the story and also can help in teaching how to communicate freely in front of the audience.

No other language other than English will be able to serve the purpose of understanding the human values along with the process of learning the subject. It is not possible any other subject such as chemistry, physics, or Mathematics to include morality while learning the subject. The International status of the language is also the reason of its wide reach among the students. Technological development has also by various means increased the importance of English language Learning and Teaching.

The major challenge in educating students the values and ethics of humankind is to make them follow in their practical life. Continuous emphasis on the ideologies among the students will derive the desired effect.

Considering the present materialistic society, the process of blending human values and etiquette in teaching English language and literature will not only make the younger generation well-mannered and skillful in using the language but also make them better citizens for the society.

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TECHNOLOGY IN LANGUAGE EDUCATION: BENEFITS AND IT'S ADVANCEMENT IN THE SMART CLASSES

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Abstract

Technology is very much part of language learning throughout the world at all different levels. We are as liable to discover it in the essential area as much as in adult education. What is still in some cases an issue is the dependability of these advancements for classroom utilize. This can dishearten teachers from making utilization of innovation as frequently as they would need to. It's intensified by the way that, if these teachers are working in schools, they are faced with classes of learners who may, on the surface at least, appear to be more digitally competent than their teachers are. Learners can therefore challenge their teachers, in ways that put the latter off using the technologies that could potentially make such a difference to what happens in the classroom.

Keywords: smart classes, technologies, advancement, digital learning.

Introduction

Teaching is regarded as an art. Like a piece of music or painting, it touches the heart, brightens the mind and gives pleasure to everybody. It has to inspire and motivate the learner to go ahead on the path of exploration and discovery, to open new vistas and to reach new horizons. The old concept of teaching as giving of information has been discarded by the modern psychologists. Now the educationists think that teaching is to motivate the students to learn and acquire desired knowledge, skills and also desirable ways of living in the society.

The important general maxims of teaching are: it should proceed from the known to unknown, from analysis to synthesis, from simple to complex, from whole to part, from concrete to abstract.

Learning is called the modification of behaviour. It implies change in knowledge, understanding, skills, interests, habits, attitudes and so on. Learning thus consists of all changes in thinking, feeling and doing in the course of life.

The importance of educational technology for improvement of education, both quantitatively and qualitatively, was recognized by the Ministry of Education, Govt. of India back in 1974 and it was included in the plan. The Govt. of India

launched an ambitious project "Indian National Satellite System" in 1982 and decided substantially to improve the educational condition in the country by utilizing new communication and information facilities provided by this system.

A large number of new methods and media constitute educational technology. But there is no proper co-ordination and articulation in their use. Due to lack of a systematic planning and organization, no satisfactory results are achieved by such a wide range of materials.

Scope of Educational Technology

1. Appearance of a number of audio-visual aids which need to be put together in order to avoid confusion and wastage of resources i.e. multimedia approach to education.
2. To increase scientific attitude and knowledge and skills of education.
3. Development of programmed learning approach.
4. Explosion of numbers and knowledge, facts and figures.
5. Teaching revolution and recent development in pedagogy.
6. Expansion of educational broadcasting and computers.
7. Emergence of a system theory.

Technological media and materials, useful in the institutional process, range from simple varieties of helping a teacher to develop and present his lessons more effectively in traditional classroom to sophisticated machines and mechanisms completely changing the classroom teaching structure and situation. A number of technological media and materials can be useful in both teaching and in the management of administrative data that is necessary in modern mass education.

The use of educational technology encompasses all types of education – formal, non-formal and informal education; primary, secondary and higher education; adult and continuing education. Thus educational technology is very comprehensive and all pervasive, covering all stages of education. Its scope is very broad, flexible, open and ever-widening.

The traditional classroom with one teacher teaching 30 to 40 students which was mainly one-way communication of information is no longer effective in modern times. The two general factors – “information explosion” and “population explosion” are bringing about changes in the developed and developing countries: more things to be learnt and more individuals to learn. It is not possible to solve these problems by conventional means. For solving them successfully, educational technology consisting of various media of mass communication, suitable child learning process and modern testing and evaluation techniques are required. Especially in developing countries like India, it has to be mastered and utilised by educationists, if they are to keep pace with each other and catch up with developed nations. The use of various new methods and devices is desirable for helping the teacher to do his work better, whatever he has traditionally been doing for long time. With this aim in view the audio-visual movement has been launched for the past two generations. But due to lack of co-ordination and sincere efforts, the audio-visual materials have not been used adequately. Many of such aids have

been found lying idle and dusty and some have been out of order for most of the time. Of course, there are some teachers who take keen interest in it and make optimum use of the audio-visual materials available with them.

Actually, educational technology materials have proved helpful in clarifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organisation on certain subjects and encouraging originality and creativeness.

There has been no systematic use of technology in education. Pupils are exposed to “sporadic bursts of audio-visual information”. Use of these aids depends entirely on the teacher himself and becomes “meaningful and relevant” only when carefully fitted into an educational pattern decided by him. Therefore teachers have to be properly motivated and made to take interest in the use of such materials. And also mere interest will not help much. They have to be trained and oriented in the adequate use and maintenance of the materials.

The users of the new technologies have been led to state education problems in more precise terms as regards aims, organisation of the subject to be taught, nature of learners’ activities and evaluation methods in relation to educational aims and objectives. It must be realised that educational technology makes the process of communication easy and particularly useful to young children for making the teaching learning process interesting and meaningful.

The development of educational technology would open up the prospect of creating and recreating new types of educational institutions in future radically different in structure and function from those of traditional ones.

Educational technology is an emerging field meant for improving the quality of education as well as expanding the same in every nook and corner of the country. It has therefore been emphasised as an essential input in the modern educational planning and management. The

National Policy on Education 1986 (p. 22) has rightly observed, "Educational Technology should be employed in the spread of useful information, training and retraining of teachers, to improve the quality, sharpen awareness, inculcate abiding values etc., both in the formal and non-formal education."

At the stage of higher education, educational technology is expected to play a more important role not only to provide meaningful learning experiences to the students but also to reorient teachers with the latest developments in the respective fields.

Digital Classes

Teachers no longer need to depend on monotonous class room teaching in the present century; instead they could make their teaching and learning process more effective with the abundance use of technology and smart classes. We may see smart classes, teachers and students walking around with laptops or tablet PCs, and many people will have a mobile phone in their pocket that is capable of doing rather more than the books in language learning processes. I do recognise that there are many kinds of digital assistance for the teacher in the modern world and here are few options to enhance their learners' ability in all four skills.

5 Ways to Use Technology in ESL Classes

Apps

Learning English can be extremely troublesome and disappointing at times. Applications on iPads and tablets are extraordinary ways for students to learn English and have fun while doing it. For practicing grammar rules, apps like Grammar Up allow students to test their knowledge on specific topics (verbs, prepositions, etc.). The application likewise monitors students' progress and enables them to skip questions by shaking the tablet. Best Colleges Online offers a list of 16 apps for ESL students, ranging from basic letter instruction to pronunciation guides. Students can also play

classic games like Scrabble and Boggle on mobile devices.

Digital Field Trips

Students absorb a great deal of information through experiential learning, but field trips are not always an option with limited school/ college budgets. Digital field trips provide more authentic ways for students to absorb new information. Young children can learn vocabulary through fun virtual trips, while older students can learn about the government on sites. There are many options on the Internet to learn about virtually any topic.

Pen Pals

Since snail mail is becoming a thing of the past, students can have pen pals that they email or write to on a discussion board. Make an arrangement with an English-speaking class in another state or country and have students write to their pen pal on a regular basis. This is a great way for them to practice their English writing and reading comprehension skills, while making friends in the process. Connect your classroom for free today with ePals!

Web Quests

Web quests are a fun path for students to utilize the Internet to build English proficiency. Students are given an assignment and depend on their substance learning and grasp of English language to complete it. Teachers can create their own or visit Web Quests to access tutorials and databases of pre-created web quests.

Online Games

Students can master spelling, grammar and other English skills by playing games on the computer or mobile devices. Funbrain has educational games and books for Pre-K to eighth grade students. StarFall has multiple games for younger students to increase English literacy skills. Digital versions of hangman, Scrabble and Boggle are also entertaining for all ages of students. Many of these games can be put up on interactive white boards to get full class participation.

Other Resources

Dave's ESL Cafe, has a page for students, that provides easy-to-understand explanations of various language structure ideas, like tenses and verb forms. It likewise has an Idea Cookbook, which is loaded with assets for educators to enhance ESL instruction. Audio books can be used to supplement reading instruction and improve comprehension. Since technology is something that students interact with regularly outside of school and students need 21st century skills to be successful in college and their future careers, the more that innovation can be coordinated into direction, the better.

Role of Teachers

Teachers have to play a crucial role in this situation. The attitude of teachers should change and management should make provisions for the proper use of media that are available for improving quality of higher education. Besides management, proper monitoring and evaluation are necessary for ascertaining the extent of utilisation and quality of such programmes so that on the basis of their findings necessary improvement can be brought about in the process of production and utilisation.

Teachers are not generally conceived. They are also made better teachers with training and orientation in the strategies and methods of educating, and utilization of different media and materials, so that they can not only improve their quality of teaching but also ensure optimisation of learning experiences. They ought to create enthusiasm for learning aptitudes, in embracing different techniques for showing like dialog, exhibition, association, critical thinking, and class perusing etcetera, other than customary address strategy for educating.

Educational technology is no longer a dream vision or mirage in the field of higher education. It has successfully been used for improving the quality as well as expanding the frontiers of higher education in the country. It has broken the

monopoly of oral communication and invaded the classrooms of colleges and universities.

The wider application of Educational Technology in the field of higher education would bring about socialisation and democratisation which must promote both quantitative expansion as well as qualitative improvement. Large scale use of audio and video programmes would be desirable and for that there would be enormous demand for qualified manpower to work in educational media setup.

However, all technology requires supporting infrastructure and committed teachers for its success. Unless adequate facilities, both physical and human, are developed and willing teachers as well as supporting staff are trained properly to utilise the various media and materials in right place, in right time and in right manner, it may not be possible to take full advantage of the modern technologies. The teacher should master educational technology in order to use it as a means of bringing about improvement in all aspects of his transaction – teaching, class management, school organisation and so on.

The standard of education is apparently going down day by day. Educationists, in a large number, are deeply concerned about the irrelevance and inadequacy of education in the modern society. Until the students are made thoroughly familiar with the burning problems of the society and sufficiently capable of tackling them successfully, they will fail to be true citizens of the world in future.

In this context, educational technology will be of immense importance. Because successful teachers will be able to influence and motivate a large number of pupils with the help of mass media; expertise of a limited number of persons can be made available to innumerable students; and inadequacy of physical facilities like laboratory, expensive materials and many other things can be made up through the use of modern technologies.

Conclusion

Present day electronic media and materials like radio, TV, movies, PCs, apps and social medias have changed the techniques for educating by making them inventive, fascinating and fruitful. Additionally, mixed media bundle and multidisciplinary methodologies can make the educating learning process more beneficial, cost-effective and time-effective.

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ENGLISH TEACHER AS A LEARNER CONSULTANT – TRANSFORMING CHALLENGES INTO OPPORTUNITIES IN ACQUIRING ENGLISH LANGUAGE

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Abstract

There is no need to explain the importance of English Language in the present scenario as everyone knows that English now a days has a lion's Share in the process of communication. Hence the role of English Teacher is increasing day by day like the transformation of crescent moon to a full moon. Owing to the importance of English, there are many challenges and innumerable problems that are faced by the English teachers Community owing to various reasons. The English speaking is a difficult task for non English speakers, though each and every learner intentionally or unintentionally prefers to learn English and wants to communicate in English. This is because there are some barriers in acquiring language skills. Hence, this paper throws light on the barriers in acquiring English as a language followed by remedial, suggestions from the learner community, community of mentors, management, based on societal, political and economical perspectives. I have applied descriptive and thematic approaches to justify my view points. Here and there, I give the pragmatic situations as examples in this paper.

Keywords: *Role of mentors, Heterogeneous Groups, Needs & Requirements, Pragmatic Learning Strategies.*

English language speaking has become the buzzword and inevitable in everybody's life now a days. The reason behind it is, it is a universal and global language. For English native speakers, it is not a problem to learn or acquire, but it's like a thorn in the flesh of non English speakers, particularly the job seekers and Global entrepreneurs consider using this language as a feather in their cap along with other credentials. Till the point of acquiring language, it is not a big deal until it is learnt with no hurdles and barriers. The problem arises when it comes to adopting a new language and speaking the foreign language as if it is their native language. It becomes a herculean task to the learner community as to why is it difficult to acquire the skill of speaking in English. Though there are many reasons for it, some of the major challenges have been mentioned in this paper from the learners as well as the teacher's point of view.

Challenges & Remedies in English Language Learning

Grading System

The pedagogical methods in Indian Education system are based on the heterogeneous community. Hence, the textbooks and the process of evaluation are in such a shape where the knowledge might be enhanced but the wisdom as well as intellectuality has drastically come down. Especially if we focus on English language till +2 education, the learner is allowed to apply his knowledge and learn language as a subject but not as a skill. In every school English is a mandatory subject and marks are given based on the student's performance in the written exam and same is the case in other subjects. Hence, the students' mindset is confined to the language only for the sake of marks but not beyond that level.

In contrast, to the above, if the language teachers are given the liberty to utilize the language classes for intellectual activities like; asking the student to write a four line poem on a flower or a mother or in making them speak spontaneously on the spot on some societal and contemporary issues or by showing them pictures and instructing them to respond. We do agree that

the picture descriptions and elocutions have been incorporated in the current education system, but the real problem is that these are not fulfilled and there is practically no improvement seen because of the course curriculum. The curriculum demands for grades and exams, henceforth the possibility of implementing such activities is limited and is only seen in black and white. In very rare cases, it is implemented seriously due to the heterogeneous cognitive levels of the students, the active participants take lead role and passive participants remain the same as they manage to get only average grades. Ultimately the inactive participants face the music and finally through the written exam they get through the tests but they remain as mute spectators, when they are expected to speak.

Henceforth, the need of the hour is to enrich the pragmatic approaches, giving way for creativity, analytical reasoning and liberty along with the span of time, ambience and curriculum to improvise the students' abilities in speaking and writing in English rather than giving priority to tests and grades.

Cause of Illiteracy among the Parents and Peer Groups

The barrier for poor communication in English may be personal or official but they obstruct the growth of the learners. Such barriers are like the influence of the family members, neighbors, friends and relatives. Mostly, we are talking about the rural as well as sub-urban area people who are from middle class background where majority of the parents are uneducated. This is the reason, whenever the learners spend their time with any member of the family, they must use their mother tongue, as their relatives, parents, and neighbors don't know this global language. In contrast if the learners are confined to speaking only in English, the language skills will improve, however it does not happen because of the illiteracy of parents and neighbors.

Our view points that the influence of societal background can overcome such challenges by

making the learner psychologically and physically cope with the societal conditions. We would like to suggest the learners to be trained to learn more than two languages so as to make them polyglots. This is a challenge to every non native speaker to improve language skills and to become a polyglot. As we all know the popular saying "Necessity is the mother of Invention" If we make it compulsory, those learners must be polyglots of minimum these many languages and among them one is English (As far as mother tongue is concerned they already know it).

Transforming the Heterogeneous to Homogenous Learner Community

If we observe the system of education, the primary, secondary and higher secondary levels that belong to the same age are put together in a class. It means, the division is based on the age but not on the intellectuality and cognitive levels. This process makes the facilitators to follow a universal style of teaching in the class, where the method is adopted by the teacher based on the minimum capabilities and grasping levels of the learners. Though the teacher or mentor knows that there are some high intellectual category learners as well as the low grasping learners, the mentor applies a universal methodology, where everyone would be able to get marks on an average. It means the average performance of the class is taken into consideration rather than the individual score based on one's intellectuality. The highly intellectual learner limits his or her knowledge to a particular level taught but the lower intellectual learner tries to cope with the other peers keeping in view his marks and grades. He or she will be able to succeed in reaching that level where the grades and marks are considered as pass. Hence, the learning process does not seem to be fruitful due to the above reasons.

Our view point is to make the differentiation of heterogeneous to homogenous, by balancing the cognitive levels and the learner's capabilities. It can be pragmatically implied if the teaching community genuinely identifies and recognizes the

various cognitive and receptive levels of the learners in order to give certain inputs according to their requirements. It may be a higher, average or a lower dose. Let us use a metaphor here, to identify the cognitive levels of the learners and training them according to the requirement, is just like prescribing medicine to the patients without diagnosing the problem. So the solution is to identify the cognitive levels and prescribe the appropriate teaching method which is like a resolution to the above problem.

Active Learning & Pragmatic Methods in English Language Learning

In our view point language is a skill where it is only acquired thorough implementation but not with rote learning which is the case in other subjects. For instance, if a student wants to know the reasoning question like 2017, 28th December falls on Friday then what is the day of the week if it is 28th December 2018? In this case, the learner applies the formula and according to that he/she will be able to identify the answer. Likewise, if any learner is asked to find out the formula for $(A+B)^2$ After by hearting the formula as many times as possible, he could remember the formula, he can work out and produce the answer. But in case of English, the same formula or particular principle is not static. It is dynamic which means language cannot be hearted or learnt, where as it can only be acquired. For instance, a sentence has been formed with the help of a word called BAG where it can be used as noun and as a verb too. So if learner comes across this word who knows it as a noun, he cannot understand the logic behind it unless and until he learns, applies and uses it. Likewise, there are innumerable examples in language where one can practically follow them thoroughly so as to become perfect in language.

To reach this target and to take up the challenge, we suggest some active learning methods: For ex: while teaching Active Voice to Passive Voice, first of all the need of changing the Voice should be disclosed by the mentor. The Passive Voice is used for the following reasons-

When the subject is well known or un known 2. When the subject is not needed 3. When the action or work is emphasized on the work rather than the doer. Hence, if the mentor is able to justify the above said points, and then the learner will get the idea, where to use the active voice and where to use the passive voice by applying the rules. In the same way the Simple, Compound and Complex sentences, Direct and Indirect speeches and Degrees of Comparisons can be taught as well. The same technique is also applicable to the Vocabulary learning which makes the learner understand the vocabulary with the help of roots, prefixes and suffixes in identifying the words. Synonyms, Antonyms, word family, memory techniques also can be taught in the same manner. For example if the word 'Erroneous' is given which is un known to the learner, the mentor poses questions to him to identify the root which is Err which means mistake. Hence, the word erroneous is something which cannot be corrected. Likewise, the circum locutions which are from a word family of Circum, ask the learner to trace out the words from the word of circu which gives the meaning of around or surroundings.

Need Based Curriculum

If we observe the present education and academic system in the present scenario, the need based curriculum is missing. If there is a lacuna in the curriculum and the needs of the contemporary competitive world, it is highly difficult to identify the gaps and trace out the needs of the society. It is because of the lacuna in learning concepts and career concepts. Let us be clear and give one example that if a learner studies MBA finance, due to the many societal, economical, political and other factors the learners' point does not match with the studies what he or she studies. In the same manner, if a learner studies PG in Politics, he or she does not necessarily select politics as his career and chooses other profession as his career due to various reasons. Being teachers, we witness many such examples as the learners are from various streams because of their

curriculum in studies but settle in innumerable jobs which do not match with their studies or their core subjects. There are many reasons for this, as majority of the cases the studies are meant for the purpose of earning but not for the purpose of learning the subjects. Let us give one example that the present generations give high priority to the courses like Medicine, Engineer or else Management courses due to the economical and social factors. Moreover, these professions fetch them name, fame and money in their life. One can identify the need of the day as there is a scarcity for vocational or technical people in countries like India. If the academicians recognize the current trends in market, it is the magnifying element that we are depending on other countries even for a small product like a watch or a baby toy. If the courses of manufacturing such products are encouraged in our country, it will be helpful to increase our countries GDP which leads to the overall development of the country. One more example, we Indians depend on other countries for automobiles and peripherals for better quality products. If the same training is given to our younger generations in that field, it will be of great help to the unemployed youth in our country. Hence, this is the major point where parents, teachers must motivate and educate the learners so as not to stick to a particular course of study or subject. Among the teachers, academic experts and versatile people, the teachers play a vital role in influencing students as they have a direct rapport with the learner community. Moreover, the bond between the learner and a mentor definitely has a great impact on the learner than anybody else, be it a mother or father or any other relative. Hence, only the English teachers can imbibe the importance of needs of the current market, where English is the most common and an important phenomena to be successful in one's career.

Application of Technology, Software & Activities Like hitting the Nail on the Head

The need of the hour in acquiring English as a language is to apply technological methods in English learning classes. There are innumerable websites like **Ego4u.com**, **Englishteacher.com**, and **Learn english.com** and so on which are very much helpful and useful to aspirants willing to learn English as they can do a number of activities which are given in the websites. The English mentors should put a full stop to the traditional way of teaching simple grammar with the help of question and answer method. They should adopt such teaching methods like making the students involve in the language learning as if they were exploring with innovative ideas. Say for example- let a team of students be given a paragraph with editing and omission task, where students will be given a hint that in every line of the given passage, an addition or deletion must be done where it is found to be wrong. Let the teams explore with ideas let them come out with various guesses, out of which, some may be wrong and some are right. Hence the Teachers role is that of a consultant, where the mentor, should only say which is right and which is not and why. The learners will come to know what is right and what is wrong and why is it so.

Conclusion

At the outset, we would like to explore the various challenges and the remedial measures as answers to those challenges in the implementation of innumerable techniques and methods in teaching in the class room. These methodologies definitely help in achieving the desired outcome; i.e. in making the learner learn the English Language in a perfect manner. After all English language is like the final breath and spirit of all knowledge we acquire. It follows us like a shadow wherever we go. Learning English is like a service to humanity which is obviously a service to God.

METHODS EMPLOYED IN ENGLISH LANGUAGE TEACHING

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Abstract

Language is a means of communication. It is considered to be an important tool to express ideas, exchange views, and communicate what the speaker wants to communicate. In India, English education began with the stepping in of a British trade company i.e. the East India Company on December 31, 1600. English is taught as a subject in schools and as a medium of instruction. Both students and teachers face lot of problems in teaching English language effectively. The changes that have been found in language teaching methods throughout history have reflected the changes that has recognized in the kind of proficiency learners. It has moved toward oral proficiency than reading comprehension which is seen as the goal of language study. There are various methods in language teaching. They are: The Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Community Language Learning, Communicative Language Teaching, Task-Based Language Teaching, The Oral Approach and Situational Language Teaching, Total Physical Response, and so on. It is important that necessary steps are taken to overcome the problems by following the methods in an effective way.

Keywords: Proficiency learners, Situational Language Teaching, Total Physical Response, Communicative Language Teaching.

Methods Employed In English Language Teaching

Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs.

-Nelson Mandela

Language is a means of communication. It is considered to be an important tool to express ideas, exchange views, and communicate what the speaker wants to communicate. In India, English education began with the stepping in of a British trade company i.e. the East India Company on December 31, 1600. English is taught as a subject in schools and as a medium of instruction. Both students and teachers face lot of problems in teaching English language effectively. One of the most important problems is large classes. The total number of students admitted in a class is extremely large and therefore it is impossible for a teacher to cater to the needs of all the students. The physical condition of the classrooms poses a serious problem which is due to accommodation of large number of students in a small room. Most of the schools in India do not have well-equipped teaching aids like audio and video. Even if the

schools are provided with different teaching aids, it is less important to a teacher who is not well-trained. The other major problem is that the majority of schools are not provided with suitable textbooks as they contain prose texts, stories and poems written by native speakers of English which are linguistically difficult and culturally alien.

There are various methods in language teaching. They are: The Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Community Language Learning, Communicative Language Teaching, Task-Based Language Teaching, The Oral Approach and Situational Language Teaching, Total Physical Response, and so on.

The Grammar-Translation Method was first known as the Prussian Method in the United States. Some of its leading promoters were Johann Seidensticker, Karl Plotz, H.S. Ollendorf, and Johann Meidinger. It is to be noted that this method was the offspring of German scholarship. This method is a way of studying a language that approaches the language first through detailed analysis of grammar rules. This is followed by the task of translating the sentences and texts into a target language through application of this knowledge. In this method, grammar rules are to

be memorized and long list of vocabulary are to be learned by heart. There was little or no emphasis on speaking or listening skills.

The Direct Method can be seen as the first language teaching method that has gained attention of teachers and language teaching specialists. In the nineteenth-century, Gouin was one among the few reformers to make an attempt to build a methodology on the observation of the child learning a language. Towards the end of the century, other reformers also turned their attention to the naturalistic principles of learning a language and for this reason they sometimes referred to this method as '*Natural Method*'. In this method, the teaching is done entirely in the target language. The learner is not allowed to use his/her native language. Grammar rules are to be avoided and there is emphasis on good pronunciation.

The terms **Oral Approach or Situational Language Teaching** are familiar to very few teachers. This approach refers to a language teaching that was developed by the British applied linguists from 1930s to 1960s. Two of the leading leaders of this approach were Harold Palmer and A.S. Hornby. One of the first aspects of this method to gain attention was the role of vocabulary which was considered to be one of the most important aspects of learning a foreign language. There was a focus on the grammatical content of a language course. This method sees language as a complex of grammatical rules that are to be learned at a time in a set order.

The theory of language underlying **Situational Language Teaching** can be characterized as a type of British "structuralism". The theory of learning underlying this method is a type of behaviorist habit-learning theory. It addresses the process of learning than the conditions of learning. The aim of this method is to teach a practical command of the four basic skills of language. More importance is given to accuracy in both pronunciation and grammar, and errors are to be avoided at any cost. This method of teaching is dependent both on a textbook and visual aids. The textbook contain organized

lessons that are planned around different grammatical structures. It is to be taken into account that the books that were written based on this method continue to be used in many parts of the world.

The main focus of **Communicative Language Teaching** is to enhance the learner to communicate appropriately and effectively in various situations. In this method, meaning is given more important than structure. The learning of language is learning to communicate and especially, whatever is presented in context. Effective communication and comprehensible pronunciation is always required in this method. The much preferred goal of this method is communicative competence. This method enables the teachers to help learners in any way that motivated them to work with the language. With the help of this method, the individuals create the language which is often done through trial and error.

The theory that underlies **Audio-Lingual Method** is that learning a language means acquiring habits. More importance is given to the practice of dialogues in every situation. In this method, new language is first heard and then is extensively drilled before seeing it in written form. This method gives more attention to structure and form than meaning. The use of student's native language and grammatical explanation are to be avoided. This method makes the teacher control the learners and prevent them from doing anything that conflict with the theory. Accuracy and linguistic competence are the primary goals of this method.

Task-Based Language Teaching (TBLT) refers to an approach that is based on the use of tasks as the core unit of planning and instruction in teaching a language. In this method, the learners use the language that they already know to complete the tasks. Initially, task analysis focused on solo psychomotor tasks which involve less communication or collaboration. This method is primarily motivated by a theory of learning than a theory of language. The objectives of TBLT are

to be determined by specific needs of particular learners. According to Long and Crookes, "Selection of tasks should be based on careful analysis of the real-world needs of the learners. The basic assumption of Task-Based Language Teaching is that it provides effective basis for teaching than other language teaching approaches.

Some other methods in language teaching include Suggestopedia, Total Physical Response, The Silent Way, Community Language Learning, and The Lexical Syllabus.

The theory that is underlying **Suggestopedia** is that a language can be acquired only when the learner is interested and has no psychological blocks. **Total Physical Response** enables the learner to respond to simple commands such as "Stand up", "Close your book", etc. This method stresses on the importance of aural comprehension. The main objective of **The Silent Way** is that it makes the teacher to say as little as possible so that the learner can be in control of what he/she wants to say and there is no use of mother tongue.

In **Community Language Learning**, attempts are made to build strong personal links between the teacher and the student so that there are no blocks to learning. There is much talk in the

mother tongue which is translated by the teacher for repetition by the student. **The Lexical Syllabus** is an approach that is based on the computer analysis of a language and their uses.

In spite of being a foreign language, English has always occupied a unique position in the educational system in India. Despite the fact that it has received a setback after independence, it continues to be a major language having a prominent position in our society.

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EMOTIONAL DICTIONS WITHOUT EMOTION IN BUSINESS COMMUNICATION

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Abstract

English language is a lingua franca for business communication. In business communication we use some kind of tactics to convey our message efficiently. This paper aims at exploring how English language plays an important role in business communication. English is the only language which we can Trans create easily, likewise English language can persuade the customers to buy their products using catchy phrases and words, which sounds appealing to the customer's ears. They use emotional dictions without any emotions. This paper also focuses on how technology plays a vital role in business communication.

As we all know language is a Social behaviour. Language is a representation of experience. In modern society, English is the only language which we can be used for numerous purposes. We also consider English as an International language. There are various languages spoken all over the world. But, most of them opt for one language, English, which is more convenient when compared to other languages.

In business communication English plays a vital role in current era. In the beginning, British people came to India for trade. They created an impact on the language through their administration of the colonized countries. Most of them prefer English for their communication. The Meaning of communication is the response it gets. Globally, people recognize that, English is the only language through which the information is reached to the people quickly. Business people as well as the customers are in need of quick service with a short message which can be an apprehensible one for everyone. That is why English has become a lingua franca for Business communication in today's modern context.

It is evident that business communication is done only with the language of English and not

with any other languages. Hindi is another powerful language spoken in India. But in India, we have a conflict between Mother Tongue (Tamil) and Hindi. Politically, these languages strive to enlighten.

Hindi is still a thorn in Tamilnadu's flesh But People's animosity towards the language has mellowed over the years

- The Hindu

Tamil is one of the ancient languages, but now we have started to ignore Tamil language completely. Traditionally speaking, Tamil language has a particular culture. So, we won't be able to Trans create easily. The hidden truth behind this is we don't take any efforts for developing our mother tongue. Fortunately, English doesn't have any culture; it is derived from many languages. And it has a few Language varieties.

Modern education system focuses on how foreign languages can be implemented into the syllabus. English always takes its lead right from the school. Right from the childhood, the children are forced to learn the English language by the parents, the school, environment and the society. Even in several Advertisements, they listen to

maximum English words. The encroachment has been created verbally in the beginning stage. Initially, they try to learn English Mechanically. Later it becomes a habit whether they like it or not. Nowadays, school children have knowledge about the business terms by accessing to the various shopping sites like Amazon, Snap deal, Flip kart.

“Buy one get one”

As we move to the business communication, business men use many tactics by using various strange words of English to tempt the buyer's. We are quite aware of their tricks but we fall a prey to their convince and buy those products. Willingly, we accept the products with its fault because of the Offer given by them. All over the world the illiterate itself use English language in their Day to-day life. Especially, they normally utter a word related to Business. Transaction, Discount, Import, Export, Loss, Income likewise they tend to use the business terms. Attractive business terms have started invading into our lives unknowingly or knowingly, everyone feel comfortable to use English.

Tran's creation takes translation a step further. With Trans creation the message and the concept of the text is shaped to fit another culture and Language. English is the only language which we can Trans create easily. Mainly, the languages are Trans created for business communication. Basically, English Trans created by native Dutch speakers from Dutch. The Dutch are Prone to use many Metaphors and sayings in their speech and Writing which are difficult to decipher for English native speakers.

From these things, , English is consent by everyone but still there is a difficulty to trans create because of the difficulty it is still effective . According to this study, English is a global language of business. Today 1.75 billion people speak English at a useful level—that's one in four of us. Multinational companies such as Airbus, Daimler-Chrysler, SAP, Nokia,

Alcatel- Lucent, and Microsoft in Beijing have mandated English as the corporate language. And

any company with a global presence or global aspirations would be wise to do the same, says HBS professor Tsedal Neeley, to ensure good communication and collaboration with customers, suppliers, business partners, and other stakeholders.

But while moving towards a single language at work, English is necessary and inevitable; Neeley's research shows that, implementing such a policy is fraught with complications. English-only policies can create job insecurity and dissatisfaction and generate strife between native and non-native English speakers in cross-national teams.

Companies can anticipate and plan for inevitable challenges and resistance when adopting an English-only policy. Using Japanese internet services firm Rakuten as a case example, this article outlines guidelines for proper implementation.

Here I want to share one perception related to this topic. One of my professors states that normally people don't use English but 'Englishes'. One of the main reasons is that, in various genres we can use English without any literal meaning. Only while communicating in English the Same diction can be used for directly opposite meanings. This freedom is given only by the language of English.

Be Indian; Buy Indian

If we are going to communicate something, the content needs clarity and it must have an emotion within it. Regularly, business men deal their customers with attractive Phrases and postures. Advertisement coins English words only. The advertisement tempts the customers to buy the product without any need. Satirically speaking, there is no connection between the product as well as the Advertisements. Because of the Namesake people hurry to buy such products like Table mat, Prestige, Butterfly stove etc.

Hence we all know Names are not Lables. Yes, Names plays a pivotal role in Business communication. Name itself creates a kind of temptation to customers. One of my experience is

that while travelling I came across different names of various shops. Especially, I saw a particular big shop with a name. That name is still registered in my mind and I was eagerly waiting to buy something from that shop. The name of the shop is 'First cry'. Rich people tend to show their fussy attitude by owning those branded products.

English is the passport to upward Mobility in the Modern India, but many political leaders seem to be out of touch with this new reality. This disconnect has led to friction in a nation in Transition.

-The Hindu

Eating is Sweeter When eating Together

Bonding_togetherness works faster and stays longer through meeting together and eating together. Fine Food fosters lasting friendship. The simultaneous enjoyment of a delicious dish with your dear Friend. Quenching your thirst with your Friend, will Fuel fire of Friendship within you. While the Food_and drink replenishes your bodies, your togetherness and mutual sharing of your moments, expressing your care and concern for each other, will bring you closer. Enjoy Food together and feed your feelings and dreams at Bee Restaurant.

- In Bee Restaurant, Coimbatore.

According to my study, this Wall picture occupied with beautiful adjectives attacks our heart sensually. But, this wall picture is the best example for good Business communication. In that picture they connect and stress three main words. Main stress is given to these three words. Everyone wants this three to lead a joyful life. Firstly, 'Food' hearing the word itself we are tempted to eat something. Secondly, 'Friendship'

without commitment our relationship goes deeper, without this relationship we feel loneliness in our life. While reading this we miss our friends and we want to talk to them. Unknowingly, next time when we happen to go to the same restaurant with our Friends. Lastly, 'Together' this diction stimulates more feeling than the other two dictions. In absence of this, we feel emptiness in our life.

On the other hand, these three words becomes a tool for improving their business. This restaurant is owned by the Keralites. The truth is that Keralites are more in Coimbatore. Automatically, one question will arise in me why they don't prefer their mother tongue for business communication? Actually, in business communication Keralites can also persuade their customers with their own mother tongue. But they give much importance to English. So, in one way or the other every language needs the support of English. English is considered as a back bone for business communication.

Finally, I have concluded with, English deals with multiple genres without bothering its own culture. The influence of white people has also been a reason for accepting this language without knowing some problems. Because of English, people avoid other foreign languages. Important thing is that People are satisfied with two languages (mother tongue, English). In Modern days, students are not ready to learn the language but they need a language which comes naturally. For sure, In Business communication we must increase our Language usage as well as the knowledge of the language.

INTEGRATING HUMAN VALUES IN ENGLISH LANGUAGE ACQUISITION

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Abstract

The main focus of this paper is on the values and morals that play a role in English language teaching and also defines the responsibility of the teachers in upbringing the future generation. The objective of this paper is two-fold. On one hand, it describes the need of value based education and on the other hand it focuses on how English language can be an effective tool to inculcate values in students. It also emanates light on how basic manners and etiquette may be taught by language through communication skills and language activities. It has also tried to focus on a few strategies that might help in learning English language with better values.

Keywords: *English Language Acquisition, Values, Communication skills, Education.*

Education that teaches values, ethics and morality and inculcates humaneness and good thought is the need of the hour. Such education alone will create good and responsible humanitarians. With rapid development of science and technology, the world has become not only highly competitive but also a complicated one. Terrorism, bomb blasts, murder and robbery are on the rise. Tolerance, humaneness and brotherhood only will solve such clashes. Youth should be independent and have constructive thinking to achieve. Self-evaluation and continuous learning should become a non-stop process throughout one's life. At present, the country has several universities and several higher education institutions. But it is observed that most of the students do not come out with such qualities and basic manners from these institutions. Human beings have become individualistic and self-centered. This infuses in them jealousy, hatred and rivalry. Stability of society is threatened by the breakdown of ethics. The basic aim of education should be to produce men of knowledge and culture. Values such as Patriotism, anti-untouchability, dignity of individuals, endurance, social service, justice, national integration find no place in today's world of corruption, violence, intolerance and money-making. Due to the dearth of values in the present

generation, value education is very relevant in almost all the fields.

Dr.A.P.J.Abdul Kalam, our honorable former President in his book 'India2020: A Vision of the New Millennium' has rightly remarked that "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation." A teacher has a higher responsibility as compared to other professionals as students look upon the teacher as an embodiment of perfection. Education has become a business today. This has changed the outlook of the students as well as the parents and it has further resulted in deterioration of respect for teachers and all those who are a part and parcel of education system.

The paper highlights how human values can be integrated in English language acquisition. With English being the global language, it is almost impossible today, to measure the value of learning the English language. One is left with no option but to learn the language. This lingua franca has official status in at least 75 countries. If one imparts values and morals through this language, it would be a two way process which would include acquisition of English language and value education. As substantiated by Bill Johnston in his book "Values in English Language Teaching" that:

English language teaching is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly imbued with values, and these values are furthermore are complex and driven with dilemmas and conflict. (Preface)

Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from these role models. Teachers demonstrate the appropriate behavior of their students by their actions. Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude positive/ negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students. Students will seek inspiration from teachers who have high self-esteem.

As a responsible teacher, one of the most important things one can do is lead by example. There is no point in asking students to be helpful and polite when we do not hold the door open for others or we do not say 'please' and 'thank you'. Being nice, kind and fair is something we do naturally. But it is important to remember that our students are watching our every move. They are learning important lessons about how the world works by what they see. As teachers of present day youth, we must accept the fact that setting an example alone is not enough. They need specific instructions. So the teacher cannot walk into a classroom at the beginning of the year and say, "This year I expect you all to be fair, kind, honest, careful, friendly, helpful and on time." It will not happen. Instead she can set specific, small goals

and ask students to try to stick to them. For example, have 'Please and Thank You Week'. During this week, it is suggested that everyone remember to say 'please' and 'thank you'. In the classroom, they can do this in English. And they can do it in their native language outside the classroom. To wrap up, spend a few minutes practicing the different situations where students might say 'please and 'thank you'.

At the beginning of the next class, the teacher can ask students if they used their polite words the previous day. And she has to confirm whether they use the words with other teachers, friends, or family members. At the end of the week, regular usage of these polite words can be appreciated and celebrated by drawing posters or giving a star/grade/reward. By breaking values into small, meaningful chunks, stating our expectations, following up during the week and rewarding the students for good behavior, teaching values not only manageable, but incredibly helpful to your image as a teacher.

Next week, for drilling the students, the teacher can use phrases like Excuse me, Sorry, and Pardon me. Life is a beginning and an end with a lot of hustle and bustle in the middle. Life is crazy during the in between, and people are *typically* running around like crazy dogs running away from a dog catcher. We as a society have lost the art of using the words "excuse me" when trying to get around someone or when we bump into someone. It became okay to run into someone and act like almost taking off that poor innocent person's arm. The English teacher should not let the student grow as a rude person who has no regard for safety, respect or concern of other persons. She has to remind the students of some pretty basic manners whenever the situation arises. She has to make the students realize that the purpose of etiquette is not to put on a show for the benefit of others with appearances and facades. Instead, it involves an attitude of respect and concern toward others to ensure that everyone feels valued and comfortable.

Greetings are a part of everyday conversation. It is important to know how to use them properly and with confidence. It is easy to teach them the way of greetings such as Hello, How are you? Good Morning, Have a nice day, Bye Bye, See you, Nice to meet you and Keep in touch. Because the students have an opportunity to practice them every time they talk to someone. Over the course of the day or week they can practice dozens of times until they achieve total confidence in their use. And the teacher also must insist them to use proper way of greetings whenever they meet her. And soon they too enjoy greeting others whenever they get a chance. Swami Vivekananda says that "character is nothing but a bundle of habits formed through repeated acts."

"Thought for the Day" can be employed to trigger moral thinking in the students. Making the students bring famous quotes, popular sayings or proverbs and write on the top of the black board is an easy way of inculcating values among youngsters. When they happened to read a different saying every day, it not only enriches their vocabulary but also thinking skills. Values are instilled in them without their conscience. This activity paves way for students' involvement, enthusiasm, responsibility and leadership skills. 'Thought for the Day' makes wonders when the teacher appreciates the student's minor contribution to kindle their thought process. Next day the rest of the students also must be encouraged to bring quotes and write on the board by taking turns. Proper follow up by the teacher is essential for every language activity. It must be discussed for the first few minutes of the class.

Using select articles from English Newspaper can be an effective activity in attaining the two-fold objective of the present paper. Several teams can be formed. An article teaching values /social issues/ environmental hazards is to be given to each team. The team members are made to read the article that is given to them, discuss and come out with suggestions. Beforehand the teacher must give the instructions how to go about and the time limit. They can be allowed to use dictionary to

find out the meaning of the difficult words. And the teacher must see to it that whether they discuss related to the topic by moving in rounds. The teacher can act as a facilitator. Students learn virtues like co-operation, respect for others and analytical skills. Peer learning is an essential trait which the students need to experience in the class room atmosphere. "Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers" (Boud, 2001).

English language teaching can be enriched with communication activities such as group discussions, role plays, debates, etc and they can help in teaching how to communicate with the virtues of openness and humanity in real life. As a part of these activities role plays can be performed in which the facilitators can give real life situations to the students, to have a conversation with a little act. This way while performing, the students would learn the right way of speaking with the correct tone and pitch. In case, the students are rude or are not behaving themselves in the situation given for the role play, the facilitators can check them then and there and inculcate certain values related to the situation. This kind of practice can be important for adolescents who often feel self-conscious and anxious, having trouble acclimating to new situations to which they are unaccustomed. . It teaches empathy and understanding of different perspectives. The teens also develop strong social skills and understand how to treat others respectfully and politely.

Value education and English language acquisition may go hand in hand if one keeps in mind the following strategies: Students should be asked to write the various stories that they have read from a different perspective, bringing out maximum morals and values in them. Students should be asked to write reports on the events that they have experienced and put forth their analytical views of how better morals or values could have been imparted through the particular incident. Facilitators should challenge the young minds to think on controversial topics and see

how well they can maintain their values, when they voice their opinion. Students should be asked to analyse historical or current issues, which require moral correction and facilitators should evaluate their views. Facilitators should arrange debates, discussions and brainstorming in order to reflect on intercultural experiences where students learn to be responsible citizens with all moral values and lead their country to success.

Hence, with an activity based teaching, language acquisition and value education can be both taught with ease and learnt with interest.

Thus, we see how English language acquisition helps in value education.

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IMPORTANCE OF ENGLISH LANGUAGE TEACHING IN POSTCOLONIAL INDIA

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Abstract

English language teaching plays a vital role in the education, economic and also it is needed for a country to communicate and compete with the other countries in the world. Globalization had made English an inseparable part of the world. In India English is the Language of their colonizers. English was imposed in India as the colonizers wanted mediators and also they wanted cheap labors and clerks. They made it a point that a person who knows English will fit in the government job. After Independence English was used as the medium of education in India by the Elites of the country. Soon, Knowing the competence and importance of English Language all people of India started learning English which resulted in India becoming the Third largest English Speaking country.

Keywords: English language, India, Colonizers (British), globalization.

“Language is the blood of the soul into which thoughts run and out of which they grow”

-*Oliver Wendell Holmes*

The desire of communication was the main cause of language making. Language is the element of civilization which differentiates man from animals; animals also have a certain degree of communication. Language is not only the means of communication it also builds friendship, economic relationship and also differentiates the culture. Human language is inherited through learning and it is not biological inheritance. Language helps a human being to give out his ideas and thoughts, to express his feelings or emotions or attitudes, and to direct us to some action.

To quote whitney,

“Language making is a mere incident of social life and of cultural growth. It is as great an error to hold that at some period men are engaged in making and laying up expressions for their own descendants, as that, at another period, succession shall find expression. Each period provides just what it has occasion for, nothing more. The production of language is a continuous process; it varies in rate and kind with the circumstances and habits of the speaking community, but it never a time when it was more truly going that at present”

Proving language as a joint venture of countless individuals English is stated by timothy J. Scarase as “is not only important in getting a better job, it is everywhere in social interaction. If you can’t speak it then you are nobody”

English is the global Lingua Franca. In this modern world English is the international language of communication, business, science, information technology, entertainment and so on. In this globalised world English is the language used for all advanced technologies and all kinds of branches and science. All information technologies especially internet is ruled by English. English has paved way for education beyond our country.

English occupies a prestigious place in our country .In a metropolitan city like India. English is the language which is spoken by people of various dialects for their interpersonal communication. It is the language of trade and commerce and also the language of news and information in the globalized world. In India English has become a language that every person uses in their day to day life. It is a fact that all educated persons in India cannot speak any Indian language without the use of English words. It is a language of higher education and research. The

economical status of India is more influenced by the language English.

Even though we focus on developing our own languages in this multilingual nation. We cannot ignore the fact that India is the third largest English speaking country after the United States and United Kingdom. English always attain its demand in India that we learn English through private classes and coaching centers. After independence there were a large number of English medium schools emerging in India which lead us it take it as a respectable language this notion was there in every democratic Indian's mind. Even though officially English has a status of a assistant language. It is the most important language in India.

English came into India along with the British invasion the east India company came into India to establish their trade. Then east India company started influencing the education of Indians they imposed English in order to produce cheap labors and clerks in India. Steadily Indians also realized the importance of English language and English become the symbol of better education and higher intellect Indians used English to show them as elites and mix up with their colonizers thus English become the language of pride in India.

A.P.R.Howatt Notes

By the 1830's the Indian middle classes were becoming very demanding. They realized that English was the language required for a secure future in a government job, so why was the English not taught in the secondary school? Private schools offering this service were already doing good business, particularly in Calcutta. The state was set for the first big moment in the imperial history of English language teaching

There were also leaders like Raja Ram Mohan Roy trying to bring English as an replacement to Sanskrit and Persian teaching. It was Macaulay who came up with the rule of English as the medium of instruction in India.

He wanted the Indians to inherit the culture of the British to have an upper hand over Indians.

They also preferred people who know English for employment.

The main aim of teaching English in postcolonial India was to teach Indians the history of Jesus. Many missionaries started giving good education for the people of India and were imposing Christianity directly or indirectly. English idioms and phrases also were filled with Christian metaphors; a person should at least know the outline history of Christianity to understand these phrases and idioms. Though English do not help Indians in improving their culture it brought in various literatures into India through translation. Indian works also gained its importance outside the country with the help of English translation.

Jawaharlal Nehru who found English to be beneficial started the three language formula to promote national integration. According to which the people in non-Hindi areas should learn Hindi, English and their regional language. This theory sounds fine it did not work out practically and just become as an enforcement of Hindi into all non-Hindi speaking areas.

Mark Tully points out that "the elitist status of English in India creates problems for the economic development because that means that the education of the mass of people will be ignored. He comes to a solution for this problem to spread English throughout India. So that it serves as a genuine link with all sorts of people and not merely a language of elite.

After independence English was seen as a major foreign language. But now it is a global language. The fact is that English failed to boost up the culture of Indians and it started pulling in Christianity into India, but it brought about good educational and economical change in India and made it a country ready for development. In this globalised world English has nailed it in all the aspects. So there is no harm in learning English along with our regional language. It is beneficial as well as inevitable in this globalized world.

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RELEVANCE REVISITED: CHANGE OF FOCUS IN ELT

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Abstract

Globalization and regionalization call for various approaches in English Language Teaching (ELT). Pragmatic and critical pedagogic considerations have stimulated debates in South Asian Countries, particularly in India about the focus of its English language curricula. This paper concentrates on the relationships between language in society and culture, which in turn is used as a backdrop upon which other theorists view the ideological divide concerning the social and cultural impact of ELT in the postcolonial era. Here, various aspects of ELT are discussed, such as its center-periphery dimensions, its propensity to marginalize other languages and cultures, the impact of globalization which includes advances in communications technology and the ownership of English by non-native speakers. The concept of ownership is considered as an important turning point in the evolution of ELT. The paradigms are drawn together and highlighted, together with their implications for the English language teaching (ELT) profession.

Key Terms: *Language, society, culture, centre, periphery, no native speakers, marginalised*

English Language teaching is an exciting profession. Used as the medium as school and tertiary levels, English enhances proficiency in subjects such as science and humanities. The social and cultural impact of ELT is a wide field encompassing many conflicting issues, especially with regard to whether it has been advantageous or disadvantageous to former colonies, and whether this continues to be the case at present with unprecedented global value.

English has dominated the context of foreign language learning in the colonial period and still it continues to dominate in the postcolonial era. Learning English is considered as a boon in the life of the people since its acquisition can guarantee the reach of opportunities in higher education, employment, trade, business administration, travelling, and even better quality of life. "without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations,...(Nelson Mandela). In the words of Frank Smith, "learning a language sets you in a corridor for life. Two languages open every door along the way."

The change of focus in English language teaching and learning now makes the study of the

language more relevant than it was in the colonial days. This change has metamorphosed the outcomes of teaching and learning English. People have set their mind to embrace global education and prepare for the changing marketplace in the twenty-first century. Let us re-examine this new trend of language teaching.

Teaching as well as learning English has reached a pinnacle because of its prominence in global education. Conversely, in turn it has served to undermine the rights of other languages and to marginalize the opportunities that should exist for widespread multilingual education.

Teaching English at the primary, secondary and the tertiary levels namely at schools and colleges aims at:

- Development of self-confidence and social adjustment
- Development of cultural enrichment and the search for cultural identity.
- Communication among different speech communities.
- Transfer of scientific and technological knowledge at an international level

- Ability to function in practical, everyday situations

Students studying English language in the colonial era were eager to be well placed and were considered as elite. So those who excelled in the +2 examination or at Junior College level (Scholarship, or Common Entrance as it is now known) attended high school. Higher education was therefore geared to students of a supposedly high intellectual ability.

The Marginalizing Social and Cultural Impact of ELT

Abbott (1992, 174) states that: The widely perceived need to promote technological development through teaching an international language such as English overshadows an arguably more basic need to transmit indigenous cultures. Friere (1972, 121) calls this 'cultural invasion', a situation in which:

...the invaders penetrate the control context of another group and, ignoring the potential of the latter,...impose their own view of the world upon those they invade and inhibit the creativity of the invaded by curbing their expression.

Tully (1997, 157) argues that English in India after colonialism is:

...not just an unhealthy hangover after colonialism, but also a means of continuing the suppression of Indian thought, and of preserving an alien, elite culture.

Rather than eclipsing and devaluing indigenous languages, Abbott feels that English can exist alongside indigenous languages, in that mother tongue literacy is important and should be equally encouraged in the same curriculum.

Nevertheless, because EIL has been indivisible as an institutional ramification of society and culture, in playing an essential part of supporting the economy that is intrinsically and deliberately unequal to sustain privileged political and economic power, English would seem to be directly responsible, as its role should not be viewed separately from the institutions that support it. Still, simultaneously, situations are not

static, and people are becoming enlightened to some extent nowadays to the liberating potential of EIL and its capacity to exist alongside other languages.

English language teaching and its major agencies, such as the British Council, have been implicated in perpetuating myths about the significance and necessity of learning English and in ensuring that English has outstripped the teaching of other languages worldwide. Phillipson calls for a radical change in language policy to redress the balance and to promote the multilingualism that reflects the more natural state of language use around the world.

English for Non-Native Speakers

Today's use of the English language among millions of people across the globe in emerging business markets is reversing generations of British and American English serving as the standard, raising key questions as to what is standard English and who is a native speaker? Nearly a billion people around the world speak English, the non-native speakers, claim the ownership.

English is being shaped and re-shaped by the new "native speakers" as well as by the growing legions that learn it as a second language. "The new English-speakers the language, they're shaping it," wrote Newsweek reporter Carla Power in her prescient 2005 article, "Not the Queen's English." New forms of English are mushrooming the globe over, ranging from "Taglish," the Tagalog-infused English spoken in the Philippines, to "Japlish" to "Hinglish," the mix of Hindi and English that now crops up everywhere from fast-food ads to South Asian college campuses.

Novelist and cultural commentator Ilan Stavens asserts in his book "Spanglish: The Making of a New American Language" that Latinos should not have to give up this "in-betweenness that is Spanglish," what he describes as "a creative way also of saying, I am an American and I have my own style, my own taste, my own tongue."

Similarly Walker (2001, 1) reports that:

English is currently regarded as the world's principal international language. As a result there are now more exchanges between non-native speakers of English than between non-native speakers and native speakers. In the immediate future at least, this situation is unlikely to change in favor of the minority of native speakers, and so suddenly the hegemony of their particular (and sometimes peculiar) accents is under fire.

English no longer belongs to any particular group of people, and that they are no longer mere consumers of the Western-Anglo-Saxon tradition. Kachru (1982, cited by Talebinezhad and Aliakbari, 2001, 1), despite his predominant focus on the unbalanced center-periphery relationship, admitted that 'for the first time a natural language has attained the status of an international (universal) language'. Kachru (1994, 135) also saw English as being very adaptable and thus capable of sustaining a large assortment of functions. It seems that this phenomenon of EIL, the adoption and ownership of English by formally non-English speaking societies, is a major switch in the role of EIL from its former repressive role, to one that offers possibilities for EIL being used in a liberating sense.

The new era assigns new challenges and duties on the teacher today. The tradition of English teaching has been drastically changed with a remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive by being interactive. CD-ROMS have been designed and developed to meet the English language needs of students at school at university levels. They provide a strong support to listening and speaking English accurately and appropriately in academic, professional and social

contexts. Students get involved and learn according to their interest with the help of multimedia.

New Horizons

Teachers can use multimedia technology to give more colourful stimulating lectures. There are many feasible and viable techniques for teaching spoken English, reading, listening and writing in the classroom and also for online education. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively useful. At the same time, machines cannot take over the role of the teacher or limit functions where more traditional ways are superior. All language learners must be guided by teachers, to muster the aid of technology to enrich their creativity. Their inspirational teaching skills can be transferred to the motivated learners to promote their life skills combining communication skills and soft skills.

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LITERARY QUOTATIONS AND NEWSPAPER EXCERPTS AS MATERIALS IN ENGLISH LANGUAGE TEACHING

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In a multilingual country like India, communicative practices are governed by the people's own traditions and customs in the respective states. The regional languages are amazingly diverse and culture-based. Since learning all the Indian languages with their rich diversity is a Himalayan task, Indians have recourse to English, the one link-language most widely in use in the country. In postcolonial era, especially, English is regarded as "the language of opportunities" in view of its worldwide currency. Several reasons are attributed for its universal acceptance:

- English is the official language for 53 countries.
- It is the language of the media, the web and the film industries.
- It facilitates the pursuance of higher studies, increases job opportunities across the country and enables learners to travel worldwide.

As English is a national and international link language, it is essential for everyone to hone their communication skills to get global exposure. Hence, the English teacher needs to employ new strategies and technological innovations to make the English teaching process easier and effective. This means choosing the techniques and activities that are appropriate for each particular task, context and learner with a focus on motivation to enhance English vocabulary and understanding, to facilitate critical thinking and develop English language skills. In other words, technological upgradation, methodological simplification and fast and easy way of teaching and learning ways

are inevitable. Keeping this in mind, the researcher focuses on using literary quotations and newspaper excerpts as materials for effective English teaching.

Literary Quotations as a Material in the Classroom

"Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become." — **C.S. Lewis**

The histories of the world reveal that great kings, leaders and selfless social activists had been brought up and educated through narrations of some fantastic stories that shaped their moral being and influenced their social and ethical sensibilities throughout their lives. The revelations of their experiences in life have been recorded in the form of great quotations which always impress the readers with their choice of diction and their syntactic symmetry.

The main problems of English learners in developing their communications skills are hesitation, lack of confidence and motivation. An experiment with the use of great quotations in the classroom brings to light the extent to which the learners can overcome these hurdles in communication. The strategic use of quotations with slight modifications according to their context has been found to be of immense value in English teaching, since the learners acquire not only rich vocabulary but also impressive ways of expressing lofty thoughts. The researcher, for

example, used the powerful words of Swami Vivekananda in the classroom: “Arise, awake and stop not, till the goal is reached.” As the quotation is widely popular among the country’s youth, the students were asked to repeat the opening words (Arise, Awake and stop not,...) and complete the quotation so as to suit different contexts of their choice. The result was tremendously rewarding. Even the slow learners who had not opened their mouth to speak a single sentence came forward to join the others in the quotation-completion exercise. Several complements to the quotations were suggested with enthusiasm:

Arise, awake and stop not,..

- till an honest leader is elected.
- till corruption is rooted out.
- till illiteracy is eradicated.
- till our nation becomes super-power.
- till poverty is eradicated.

P.B. Shelley’s prophetic words in “Ode to the West Wind”-- “If winter comes, can spring be far behind?” – were used in the classroom in the same way. Asked to use a similar structure with their own words in the place of “the winter” and “the spring,” students came out with several interesting imitations:

- If failure comes, can success be far behind?
- If darkness comes, can light be far behind?
- If adversity comes, can prosperity be far behind?

The famous Hamletian quote from Shakespeare elicited similar responses:

- To do or not to do
- To ask or not to ask
- To accept or not to accept

Structural imitations of Brutus’s oration in “Julius Caesar” “Not that I loved Caesar less but that I loved Rome more” were other examples of the zeal which quotations can kindle in the learners’ minds:

- Not that I loved fashion less but that I loved tradition more.
- Not that I loved Tamilnadu less but that I loved India more.

- Not that I loved money and power less but that I loved honesty and integrity more.

Obviously, literary quotations provide opportunities for verbal and structural experiments and can appeal to learners with different learning styles. This kind of linguistic input can help learners practice the four basic skills – speaking, listening, reading and writing – in addition to exemplifying grammatical structures and presenting new vocabulary.

Using Newspaper as Material in the Classroom

Although the text-book is a major source of learning in the classroom, the regular use of newspaper can generate interest in the learners. Most English teachers acknowledge that newspaper serves as a tool for effective language teaching. It gives fresh and real world vocabulary to the learners. It improves students’ vocabulary skills, enlarges knowledge of the world and encourages a positive attitude towards learning. Since newspapers are available both in print and online, and since both forms are available at a low price, it is very easy for learners to access them. Printed newspapers are hard copies for more instant use, but online newspapers give options to the learners to select the news article of their own interest and choice. Both of them have many advantages. But selecting a popular and quality newspaper for classroom teaching is important. For instance, *The Hindu*, *The Times of India* and *The New Indian Express* are reputed and quality newspapers in India which have a variety of fields of information for the readers to choose from : News, Opinion, Business, Sports, Entertainment, Life & Style, Society, Books and so on. In the “News” section, one can find national, international, state and city news. Various sports news appear in the “Sports” section. Faith, History and culture appear in “Society” section. In the “Entertainment” section, one can find news about art, dance, movies, music, reviews and theatre. Fashion, fitness, food, travel and luxury – all are described and analysed in the “Life and Style” section. Likewise, the web journals and

newspapers also present interesting news stories intended to captivate the readers' attention. With such amazing variety of news of all sorts with their own sets of vocabulary, the teacher can select different sections to be used as teaching material in the classroom, according to the learner's interest.

In the rainy season, for example, one can find a number of adjectives for the kin or extent of the rain on that day: abundant, annual, autumn, big, cold, constant, continual, continued continuous, copious, daily, drenching, early, ever, excessive, first, frequent gentle, good, great, hard, heaviest, heavy, incessant, intense, last late, latter, light, local, long, many, monsoonal, occasional, periodical recent, refreshing, seasonal, severe, soaking, soft, such, sudden, torrential tropical, vernal, violent, warm, wild, wintry.

By showing examples of the adjectives used in specific contexts, the teacher can easily enhance students' vocabulary which they may employ in their own speech and writing.

Next, the "Film Review" section, when the teacher handles it creatively with the students, can ensure their involvement in the classroom discussions and can also help improve their writing skills. The learners can easily acquire a lot of descriptive and critical vocabulary as films are naturally the most favourite subject for students to discuss. The range of vocabulary obtainable from film-review sections is remarkably wide:

For Positive comments: First-rate, charming, enjoyable, sensitive, powerful, surprising, comical, legendary, original, pleasant, thought-provoking

For Negative comments: second-rate, violent, moronic, boring, ordinary, disgusting, silly, stupid, uninteresting, dreadful, outdated

For Neutral comments: suspenseful, low-budget, dramatic, high-charged, sentimental, fantasy, slow, romantic, social, fast-moving, picaresque

The correct use of the right words gained from the different sections becomes a powerful tool when the students set out to write creative essays in their examinations or engage in career-oriented

group discussions. Thus every section of a quality newspaper can turn into a source of powerful vocabulary enabling students to communicate their thoughts and ideas confidently and effectively.

At times, queer headlines and news stories about weird events catch the readers' attention. Such news items too can be interesting material for language teaching. Here are some examples from the website *moneycontrol.com.*: A news story from "The weirdest headlines in 2017", which appeared on the eve of the New Year 2018, would raise the eyebrows of many readers with its description of an unusual, bizarre event involving a monkey:

Monkey Addicted to Petrol Steals Fuel from Motorbike

It came as a complete surprise to some bike owners in Panipat, Haryana, when they decided to patrol around on their bikes to find out who was stealing petrol and leaving the fuel pipes dangling behind every day.

The culprit turned out to be a monkey, who used to sit there quietly watching the entire area and waiting for people to clear off before pulling the fuel pipes off and drinking petrol from the tanks.

The monkey was so high on the taste of petrol that it refused to eat bananas and nuts offered by locals.

Rajasthan High Court Judge Calling Peacock as Celibate and Drinking Cow Urine Stops Ageing

Court judges are usually known to have a calm, thinking demeanour and a tendency measure their words carefully. But that was clearly missing when Judge Mahesh Chand Sharma of the Rajasthan High Court said earlier this year that the cow should be made India's national animal and suggested that killing a cow should warrant a death penalty.

In an interview given to CNN-News18 after his retirement function in May, Judge Sharma said

that the only reason the peacock is the country's national animal is because it is celibate in nature.

"Peacock is a Bramhachari and it does not have sex with a peahen. The peahen gets pregnant drinking the tears of the peacock. Even Lord Krishna carried the feather of a peacock on his head," he was quoted as saying.

He further added that there is no substitute for cow milk and that cow urine has many medicinal benefits, including anti-ageing properties. He also said that even after a cow's death, its bones are useful for tantric purposes.

Women Worshipping Dustbin in BIHAR

When a kangaroo-shaped dustbin was installed inside a temple complex in Bihar earlier this year by the government during Chhath Puja, it was mistaken for deity by some female devotees who started worshipping it by applying vermilion on its forehead and sprinkling holy water.

These poor women, who hailed from a rural area, can't be blamed for their ignorance as people subscribe to numerous faiths and beliefs in India and have been known to worship trees, animals, rocks and other inanimate objects. Nonetheless, the incident did manage to catch the eye of people on Twitter and attracted a lot of laughs and trolls.

Since the quest for knowledge is an intuitive act for humans, they are bound to be drawn into

impressive descriptions of quite normal and strange events that engage their minds. Discussing literary quotations and newspaper contents in the classroom and outside of them, the young learners in academic institutions can not only hone their literary sensibilities but also update their knowledge of the events taking place locally and globally. In the process and in addition, they can enrich their vocabulary and syntax which are essential for mastery in English communication, both oral and written.

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TEACHING ENGLISH LANGUAGE THROUGH BIOGRAPHIES

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Abstract

English is a language that is required in every walk of life. The students in India learn English as the second, foreign language and compulsory subject. They face obstacles and hindrances on the way of learning English at tertiary level. They have lack of interest and negative attitude towards learning English language. Incorporating literature in English language teaching classroom creates opportunities for communication and language development through listening, speaking, reading and writing activities of students. It exposes students to real life values and stimulates sustained interest in language and literature. Using biographies in a language classroom is a good resource for English language teaching. This paper is providing a suitable recommendation for teaching English language through biographies to make the teaching- learning process effective.

Keywords: language, obstacles, tertiary, communication, biographies.

Though English is the second language in India, it plays a vital role in our day- today life. In India there are many regional languages in different states, English serves as a link-language in the country. English language learners are also a massively varied group representing numerous languages, cultures, ethnicities, nationalities and socio-economic backgrounds. English language enables to break all the barriers and hindrances of geographical and linguistics differences.

Education in English language was introduced by the British in India. English education was imparted in schools, colleges and universities. It is the gateway of the knowledge in all the fields. The study of English is introduced on the day a child entering the school. Everybody is proud of it because the study of English language is considered as a passport for employment. It is felt that knowledge of English is a must to climb the social ladder.

Despite having English courses in their educational institution, the learners need and necessity to visit private language centres for learning English. To achieve competency in English, the students have to overcome most of the problems they encounter throughout the process of learning. Factors such as the educational and professional background of the teachers also play a critical role in the ways in

which a method is employed. Books relating to the methodologies of language teaching have focused in detail on the attitude of individual teacher towards the changes that have taken place and his/ her role in the spread of innovative modes of teaching. Widdowson points out that: "Language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching."(13-14)

However teachers are not ultimately responsible for their students' motivation. They can only encourage by words and deeds. If we agree that by teaching is not meant only an operation performed by teacher inside the classroom but also an interdisciplinary, co-operation activity involving learners, society, government, education policy, language syllabus, teaching pedagogy, technology, materials available, kinds of teachers available, classrooms and the strength of students in a class, examination system, evaluation, etc.

The learners are facing many obstacles in learning English as a second and compulsory subject. The students become trapped in a great effort over the use of English and their native language. Many learners not succeed to amend in an unreceptive, ghastly environment where they are made fun of when they try to speak English and their native language. So they end up silent

and withdraw from participation. They have lack of interest and negative attitude towards learning English language. Thus their learning and achievement is hindered. They desire to achieve competency over the language. The failure in English subject means failure in the entire examinations. It destroys their opportunities for white collared jobs in the country and also destroys their morale. The problems of the learners are multiple and need attention to be solved.

Everywhere life, language and literature are important and inseparable. Among them life provides the base, language evolves for creating the literary works. To create a literary work, the writer should have an eye on the day-to-day events in life. This actually makes the use of literature to learn a language as in current idiom. Incorporating literature in English language teaching classroom creates opportunities for communication and language development through listening, speaking, reading and writing activities of students. It exposes students to real life values and stimulates sustained interest in language and literature. Literary texts provide for multi-sensorial classroom experiences and can appeal to learners with different learning styles. They offer a rich source of linguistic input and can help learners to practice the four skills.

Various genres of literature like short stories, poems, novels, dramas, etc. can be used effectively in the English language teaching classroom to make learning a joyful experience for students. Literature can be taught to students through audio texts, music CDs, film clips etc. which can help them to understand the beauty of language without much difficulty. According to Coolie and Slater,

Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system when a novel, play or short story is explored over a period of time, the result is that the reader begins to 'inhabit' the text.(5)

Using biographies in language learning provide more involving, motivational sources for pedagogic activities which also engage the learners intellectually, emotionally and linguistically. Biographies are an unexplored genre in English literature. Reading biographies is educational, inspiring as well as enjoyable. It is offering valuable life lessons to the students. Its characters are real; they face real situations and their actions motivate them to think in a positive way. Learning from the mistakes and challenges of others is a powerful tool for life success.

Inclusion of biography in the language classroom helps students acquire a native-like competence in English, to express their ideas in good English, learn the features of modern English. It provides students with a much clearer idea about the syntactic structure of a written text and to what an extent written language differs from spoken language. By getting used to the formation and function of sentences, to the structure of a paragraph, a section or a chapter their writing skill will be improved. While reading biography the students focus on descriptions of landscape, weather, architecture, decoration, dress, custom and traditions among other things, which enhance vocabulary, language and a cultural insight.

Biographies help the learners to acquire four skills of reading comprehension, writing, listening and speaking in addition to exemplifying grammatical structures and presenting new vocabularies, putting up confidence and encouraging the students to become skilled at English language effectively. The usage of biographies:

- give cultural awareness,
- reduce psychological stress,
- change negative attitude of learning English,
- understand the historical truths of life,
- gain knowledge of inborn goodness of man,
- realize the philosophy of life and
- become conscious about the past as well as the present

- allow seeing the world in new ways, promoting self-discovery,
- increase the empathy skills
- engage the mind to be active in thinking critically.

This paper puts forth few examples from the biography *The 100: A Ranking of the Most Influential Persons in History* written by Michael H. Hart which can be used in language teaching classroom.

Muhammad

“My choice of Muhammad to lead the list of the world’s most influential persons may surprise some readers and may be questioned by others, but he was the only man in history who was supremely successful on both the religious and secular levels.

Of humble origins, Muhammad founded and promulgated one of the world’s great religions, and became an immensely effective political leader. Today, thirteen centuries after his death, his influence is still powerful and pervasive.

The majority of the persons in this book had the advantage of being born and raised in centers of civilization, highly cultured or politically pivotal nations. Muhammad, however, was born in the year 570, in the city of Mecca, in southern Arabia, at that time a backward area of the world, far from the centers of trade, art and learning. Orphaned at age six, he was reared in modest surroundings. Islamic tradition tells us that he was illiterate. His economic position improved when, at age twenty-five, he married a wealthy widow.” (Hart, pg.2-3)

From this extract, the teacher can explain about the parts of speech, i.e. nouns, verbs, adjectives, adverbs, prepositions, articles etc. and then give a worksheet to the students for their understanding.

I. List the adjectives and adverbs from the given text.

Adjective Adverb

- _____
- _____
- _____

II. Underline the difficult words. Use your dictionary and find out the meanings.

- _____
- _____
- _____

III. Write simple sentences using information given in the text.

- _____
- _____
- _____

Jesus Christ

St. Paul Jesus disciples Buddha followers worship Jewish spiritual proselytizing

I. Read the information about Jesus Christ from the text and fill the missing words below.

Jesus formulated the basic ethical ideas of _____, as well as its basic _____ outlook and its main ideas concerning human conduct. Christian theology, however, was shaped principally by the work of _____. Jesus presented a spiritual message; Paul added to that the _____ of Christ. Furthermore St. Paul was the author of a considerable portion of _____, and was the main _____ force for Christianity during the first century. _____ was still fairly young when he died (unlike _____ or Muhammad), and he left behind a limited number of _____. At the time of Jesus’ death, his _____ simply formed a small _____ sect. (Hart, pg. 17-18)

II. Make two pairs. Write about Jesus Christ in Present tense.

Buddha

I. Questions about Buddha.

Listen to the loud reading once and answer the questions.

1. What was Buddha’s original name?

2. Who was the founder of Buddhism?

3. Where was he born?

4. When was he married?

5. What made Buddha dissatisfied?

II. After listening, imagine you are a journalist for a famous Indian newspaper. Then role play the interview with a partner.

Helen Keller

"Helen Keller's birth must have seemed a perfectly ordinary event. The first daughter of Arthur and Kate Keller was born healthy and strong on June 2, 1880, in the small, rural town of Tuscomb, Alabama. The Keller home, Ivy Green, was a beautiful, tranquil place. Located on six hundred forty acres, the rambling white-clapboard house was built in 1820. The grounds were full of magnolia and mimosa trees dropping their petals on the lawn and perfuming the air with their scent. Helen's father, whom everyone called Captain, had been a soldier in the Confederate army during the Civil War and was a proud southerner. He was an avid hunter who loved his bird dogs like family members. Though Captain Keller came from an old southern family and was trained as a lawyer, he struggled to make ends meet after the war ended."

(Carlson, Emma: pg 2-3)

From this text piece, the teacher can explain about tenses first and then circulate the worksheet for testing their knowledge.

I. Underline the past tenses in the text. Change the past tense into present tense.

II. Write the regular and irregular verbs.
Regular Irregular

III. Frame 'WH' questions.

Biographies encourage interactions. They are giving multiple layers of meanings and can be effectively created for discussion and sharing feelings or opinions. The teacher will take a less dominant role in the language classroom and let the students explore the language activities. Role play is a powerful tool. It teaches co-operation, empathy for others, decision making skills and encourages an exchange of knowledge between the students. The teacher will show students' favourite actors and famous personalities video clippings of talk shows and speeches in English (Abdul Kalam, Steve Jobs, Sharuk Khan, etc). It increases curiosity to know more about their favourites and make them develop English language.

The use of biographies as a tool for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very helpful for learning and teaching language. This makes the students ready for reading and derives class discussion. They use many forms, such as questions to be answered, assertions to be debated, or topics to be expanded, discussion with groups to be established. This paper opines that language teaching through biographies must be enriched, enhanced and improved language skills. It suggests the syllabus design committee to design the language teaching course book with biographies so that the students can learn English language with at most interest and attain their goals of achieving language proficiency.

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WRITING SKILLS OF PROSPECTIVE TEACHERS

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Teaching and learning of English has been a matter of concern in India. Ever since the adoption of English as a medium during the British rule, two conflicting aspects of the issue have generally been discussed. On the one hand objectives have been raised to the teaching of English in India in the ground that it reminded the people of their colonial past.

On the other hand many Indians supported and justified its teaching on the ground that, English has become a major international language and a window on the outside world.

In India, English teaching is a cultural requisite for nation to live together as neighbours. Only through English, India will be able to avoid isolation and keep abreast of the world's cultural and technical progress.

One of the main aims of teaching English is to enable the pupil to express himself correctly in writing on matters of everyday life. The students should be able to describe events, narrate incidents and write reports etc. One should be able to write letters, both personal and official. So the students must acquire the ability to write correct English. Not only that, he must have something to write, that is ideas. He must know how to organize the ideas in their proper sequence. Written work plays a very important role in the learning of a language, especially a foreign language.

Skills and Sub Skills of Writing

Writing skills at the initial state refer to motor mechanical skills.

- Knowledge of script of the language
- Good hand writing
- Following the conventions of writing

- Capitalization, punctuation, spacing, etc.

Writing skills at the linguistic level cover phonological, morphological syntactic and semantic aspects of language. They include.

- Correct spelling
- Knowledge of word formation
- A good vocabulary repertoire.
- Proper selection of antonyms and synonyms
- Knowledge of denotive and connective aspects of lexicons.
- Taking care of correct grammar, variety of sentences and structures.

Need and Significance of the Study

The development of language skills in the class room focuses on English as a medium of use rather than English as a content subject. The English teachers should make the learners aware of the need and importance of writing skill in English. They should provide favourable learning environment in the class room followed by activities/tasks which are not only interesting but also relevant and useful to their lives. The teacher has to prepare the learner for understanding him/her through writing and other teachers also help the learners to develop their writing skill in real life settings. The previous studies were confined to writing skills of IX class pupils and their liking towards English language learning. Keeping the importance of this skill in the mind the problem is selected.

The habits of writing acquired at the school level would be continued throughout their education. How far the prospective teachers are able to remember, recollect and continue the skills

already acquired is the concern of the researcher. More over, writing skills is one of the present topics in the existing curriculum as part of their syllabus in the pedagogy paper. As said before as the importance of writing skills they are to be imparted in the students. At this juncture the researcher likes to study the writing skills of prospective teachers.

Scope of the Present Study

Teachers are giving less importance to the writing skill. As English is to be taught as a language rather than a content subject, it is necessary that the students should have a better writing ability to develop the language skills, but unfortunately these are neglected aspects in the present teaching.

In the past English was not taught by qualified teachers. But, recently the Government appointed special English school assistants, as it recognized the importance of English in the present day curriculum. As the qualified teachers are appointed, they may give due importance to writing skills in English which may lead to the development of writing ability. As an English teacher the investigator was able to observe the poor attitudes of the students and some of the teachers towards writing and mis-using the English periods both in the private and government institutions. The researcher has hence selected Krishna district for the study where she worked. Differences are always found in the writing skills of students which is influenced by various factors. Type of locality was taken as a variable because the students from Urban area come from better educated families and socio-economic status which makes some difference in providing better opportunities in writing. As said before about the importance of writing skills, they are to be imparted in the students. At this juncture the researcher likes to study the writing skills of prospective teachers.

Review of Related Literature

Victor Wyatt (1973) endeavored to analyze the errors in the composition writings of the students of class 4-c in Uganda. The types of errors he observed were classified as.

Spelling errors, Errors in punctuation, Errors in sentence structure – concord, Verb groups, Noun groups, Pronouns, Adjectives, Prepositions etc.

Singh, H.N., and Srivasthava, I.S. (1960): Common errors in written English their prevention and cure; T.D. College Janpur.,

The study was confined to 322 pupils of class VIII class higher secondary schools of Taunpur city. The half yearly and annual examination answer books, class exercise books and the word dictation lists were used as the sources for collecting spelling mistakes. The study revealed the following specific reasons responsible for a large number of errors in the fundamentals of written English.

- Pupils were drilled so soon in to the use of the pattern, the significance of which they did not understand.
- The teacher was not aware of the point of difference between the foreign language he was teaching and the native language of the pupils.
- The pupils were constantly influenced by the familiar patterns of their native language which caused mistakes in the use of the foreign language.

C.K Akruwala :(1967) "A study of the common errors in English by the pupils of the schools of Combay (Gujrat)."

The researcher has focused his attention on the cure of the problem, with regard to:

Location of the errors in various areas, Types of errors committed by the pupils, Probable causes and remedial measures to avoid such errors.

As the researcher wanted to investigate the type of errors and their causes, all the pupils of the seven schools of Cambay were listed, standard wise and they were asked to submit their composition books. The structural patterns, active vocabulary items and other grammatical points were covered in a questionnaire.

Statement of the Problem

Here is the curious picture - we are not native speakers of English. We have our own first language (L_1) which conflicts with our acquisition of English language which is the most of the time the (L_2). It disturbs our understanding of the syntax and grammar of English language our knowledge of phonetics, syntax and grammar too. Though the influence of mother tongue dominates, the learners make use of English for all practical purposes. Many times this learning becomes examination oriented. The same condition prevails even after graduation and post graduation. The researcher observed the prospective teachers out of curiosity and came to know that, some of their writing skills are not very satisfactory. The researcher sincerely felt that, the prospective teachers should be good enough in expression as the pupils prove themselves as the carbon copies of their teachers. As is the teacher, so are the pupils. This would also help the researcher to make necessary steps to develop writing skills of the prospective teachers.

So how far they are able to express on their own and use the skill acquired during their education is the concern of the researcher.

As an answer to her curiosity the study is taken up and titled as under.

Title of the study

"Writing skills of prospective teachers"

Key Words in the Topic

Writing skills: Writing skill is the ability to express on their own in terms of correct spelling, syntax, vocabulary selection and letter writing.

Prospective Teachers: The student teachers are the students of various methodologies who are undergoing training in colleges of education.

Objectives of the Study

1. To identify the ability of the prospective teachers in their skill of writing and classify them.
2. To identify the ability of the prospective teachers in the areas like. Spelling, Vocabulary, Syntax, Jumbling sentences

and Letter writing.

3. To find out the ability of the prospective teachers in the skill of writing with respect to the following variables.
 - Gender - Male / Female
 - Locality - Rural / Urban
 - Educational qualification - Graduate / post graduate
 - Medium of study of their previous education : Telugu / English

Hypotheses of the Study

1. There would be significant difference between male prospective teachers and female prospective teachers in their ability in writing.
2. There would be significant difference between rural and urban prospective teachers in their ability in writing.
3. There would be significant difference between graduate prospective teachers and post graduate prospective teachers in their ability of writing.
4. There would be significant difference between English medium and Telugu medium prospective teachers in their ability of writing.

Method of Investigation

In the present study survey method is used to study the extent of writing skills of prospective teachers.

Sample and Sampling Procedure

The researcher selected four colleges of education in Krishna District. A sample of 200 prospective teachers was taken for the study.

Tools used

The researcher constructed a diagnostic test in English in order to diagnose the writing skills of prospective teachers. The test conducted by the English lecturer in the class room, the remarks and the errors noted by their English lecturers in their supervision classes were taken and on the basis of this, the diagnostic test was conducted. The question paper consisted of 25 items covering the following areas in the English language they are spelling, syntax, vocabulary, jumbling sentences and letter writing under separate sections.

Data Collection

The investigator personally visited all the four colleges of education and explained the need of the present study. The question paper was distributed to 50 student teachers in each college and they were instructed to answer with care and concern.

Scoring Procedure

The responses of the students were analyzed and the frequency was counted for each item, each area and for the entire test paper. Thus it was tabulated. When the error frequencies of the 5 areas were added, the grand total of errors made by 200 student teachers were found out. Thus the individual writing skills noted on the scripts formed the basis for the entire analysis of the investigation.

Data Analysis

Objective: (1)

To identify and classify the ability of the teachers in their skill of writing:

Table 1 Writing skills of Prospective Teachers

S. No	Variable	N	Mean	S.D	% of Mean
1	Total Sample	200	16.42	4.52	65.7

Observation: From the above mean score 16.42 it can be interpreted that the prospective teachers of Krishna district are having moderate skills in writing.

Table 2 Table showing the classification of Prospective teachers

S. No	Score	Classification	No. of Students	Percentage
1	0-7	Poor	71	35
2	8-16	Good	83	42
3	17-25	Excellent	46	23

Interpretation: There is a marginal difference in the writing skills of prospective teachers i.e., 71 prospective teachers have got below seven marks and having percentage of 35. The remaining 83 prospective teachers have got between eight and sixteen marks and having percentage of 42. Only 23 percent of prospective teachers are having excellent skills in writing. 42% of prospective teachers having good level.

Objective: (2)

To identify the ability of the prospective teachers total sample area wise distribution:

Table 3 Writing Skills of Prospective Teachers area wise

S. No	Areas	No. of students	Percentage	Mean	S.D	% of marks
1	Spelling	200	62	3.10	1.53	62
2	Vocabulary	200	77	2.89	1.24	11
3	Syntax	200	71	3.59	1.34	71
4	Jumbling sentences	200	85	4.5	1.33	90
5	Letter Writing	200	90	4.25	1.54	85

Interpretation

1. From the above table the ability of the prospective teachers in the area of spelling is found to be above average. The total sample is 200 mean is 3.10. standard deviation is 1.53 and the percentage of mean is 62.
2. The ability of the prospective teachers in the area of vocabulary is found to be above average, the total sample is 200 mean is 2.89 S.D is 1.23 and the % of mean is 77.
3. The prospective teachers seem to have moderate ability in the area of syntax. The total sample is 200 mean is 3.59 S.D is 1.34.
4. The ability of the prospective teachers in the area of jumbling is found to be high. The total sample is 200, mean is 4.25, S.D is 1.54 and the % of mean is 85.

5. The ability of the prospective teachers in the area of 'letter writing' is found to be very high, the total sample is 200, mean is 4.5 S.D is 1.33 and % of mean is 90.

Objective: 3 (a)

To find out the ability of prospective teachers in the skill of writing, variable wise

Table 4

Writing Skills of Prospective Teachers variable wise

S. No	Variable	N	Mean	S.D	SED	Df	t-value
1	Male	80	14.1	2.75	1.37	199	2.70*
	Female	120	17.8	4.33			
2	Rural	97	17.66	4.05	1.99	0.82	0.15 NS
	Urban	103	17.79	4.21			
3	Graduate	172	16.36	4.79	0.96	199	0.25 NS
	Post Graduate	28	16.6	3.27			
4	EM	59	18	6.42	1.99	1.21	1.94 NS
	TM	141	18.65	4.61			

- From the table it was evident that there was a significant difference in the writing skill of male and female teachers as per the mean. Female prospective teachers ability is higher than the male prospective teachers.
- There is slight difference in the mean value of rural and urban area prospective teachers. Prospective teachers of urban area are a little high in their ability but it is insignificant.
- The post graduate course will not influence their skill of writing and so the present finding.
- There is little difference between Telugu Medium Prospective Teachers and English Medium Prospective Teachers, but the difference is not significant.

Table 5 Hypotheses testing

S.No	Hypothesis	t-value	Result	
1	There would be a significant difference between male prospective teachers and female prospective teachers in their ability in writing.	2.7	The hypothesis is significant	Hypotheses is accepted
2	There would be significant difference between rural and urban. Prospective teachers in their ability in writing.	0.15	Not significant	Hypotheses is rejected
3	There would be significant difference between graduate and post graduate prospective teachers in their ability in writing.	0.25	Not significant	Hypothesis is rejected
4	There would be a significant difference between English medium and Telugu Medium prospective teachers in their ability of writing.	0.53	Not significant	Hypothesis is rejected

Findings of the Study

- The sample is found to be having good writing skills there are only few prospective teachers with poor writing skills.
- Majority of the prospective teachers are having 'moderate' level, and a good number fall at 'poor' level and very 'few' are having 'excellent' level.
- There was a significant difference in the writing skills of male prospective teachers and female

- prospective teachers.
4. There is no significant difference between the writing skills of rural prospective teachers and urban prospective teachers.
 5. There is no significant difference between graduate prospective teachers and post graduate prospective teachers in their skill of writing.
 6. There is no significant difference between English medium prospective teachers and Telugu medium prospective teachers in their skill of writing.
 7. It is found that female prospective teachers writing skills are better than male prospective teachers.
 8. It is found that Telugu medium prospective teachers and English medium prospective teachers are almost the same in the ability of writing.
 9. It is found that urban area prospective teachers and rural area prospective teachers are at the same level in their writing.
 10. It is found that the writing ability of prospective teachers in the area of spelling is moderate.
 11. It is observed that the writing ability of prospective teachers in the area of vocabulary is good.
 12. It is found that the writing abilities of prospective teachers in the area of syntax is also good.
 13. It is found that the writing abilities of prospective teachers in the area of jumbled sentences seem to be very good.
 14. It is found that the writing abilities of prospective teachers in the area of letter writing seem to be excellent.

Educational Implications

English is a skill subject and it has to be learnt by practice. In the case of one's mother tongue, the language skills are acquired naturally. In the case of English in India, skills have to be developed by providing the learner with the required exposure to learn the language skills deliberately. The English language teachers have to provide the right

atmosphere to the pupils to learn the language. The teachers have to motivate the learner at the outset. A lot of written work has to be done in the class room by the pupils with the help of the teachers. The students, need to be involved in several activities, which will require them to write in English.

The students should learn English as far as possible through active practical experiences and with the help of learning skills drawn from the environment. Therefore, most of the existing text books may be modified and rewritten by considering the fact that unless a learner listens to a lot of meaningful and correct language he will not be able to pick up the writing skill. So the English language teachers have to sharpen their own language skills, prepare teaching materials, and provide many opportunities to his/her students to develop their language skills.

Through the present study the investigator has found that the writing skill is not satisfactory, though it is heartening to note that the English class room is the only place where the child is getting satisfactory exposure to English language. The teacher can be of some more help to the students, by encouraging them to practice written English to their language development.

Conclusion

In conclusion the researcher found that the problem of writing is a universal problem for both the native speakers and second language learners. The researcher found the influence of the local language is very great on the ability of the prospective teachers learning of English language especially on writing.

The researcher is of the opinion that the problem of writing may be hardly due to old methods of teaching and less exercises in writing are done by the prospective teachers. The negative attitude of some teachers towards writing might have also been responsible for such large number of problems. The rigid rules and lack of interest in student teachers towards writing which is a very

important branch of the English language is causing few problems.

The linguistic environment, parental encouragement and the incentives to speak and write the language show some effect in the performance of the student teachers. If this is done, one of the major problems of learning English at prospective teacher's level could be solved to greater extent. Thus the researcher has thrown light on the writing skills of the prospective, teachers. This study can be used for further research and suggestions could be used by lecturers /faculty to make prospective teachers enhance good writing skills.

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E-ADVERTISEMENT ACTS AS A MEDIocre FOR EFFECTIVE LANGUAGE ACQUISITION

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Abstract

The objectives of this paper is to make the learners to use their familiar vocabulary to frame sentence structure on their own and to think creatively by using E- advertisement. This paper focuses on learners not to learn consciously but unconsciously to acquire second language. English is widely accepted as a global language. It serves as a medium in bridging various nations and cultures. English language is a lingua franca because communication has become possible between people, who do not share a native language and dialect. In earlier days, English was considered as a second language because it has created a great impact in all the sectors and its position as a second language had shaped into first language. Learning global language in various methods like advertisements, e-advertisement, e-learning, techno-culture, play way methods etc. will help individuals to learn the language in a complete way. In the Modern era, the advertisements has become fascinating throughout the world. By E-advertisement the learners can create a new environment, and they start to acquire the language unconsciously. It is one of the easiest way to communicate with society. E- Advertisement products are also a part and parcel of our day to day life. Almost all the advertisement uses their taglines to attract people in the world. These E-advertisement are formed with imagination, creativity and thinking, which can enhance the language skills of learners through language acquisition.

Keywords: *E-advertisement, communication, cognition, new environment, fascination.*

Globalization has made English as a global language that acts as a thread to connect the whole world with effective communication. English language can be acquired in an effective and motivating way through advertisements. Advertisements facilitate language acquisition in a casual setting. These advertisements can provide a vivid contrast to the traditional classrooms. Through advertisements, language learning experiences readily become a stimulating source of fascination, personal growth and breakthrough for the learners where the learners get a chance to practice many different skills and acquire language easily.

Language acquisition is different from language learning. Language ought to be acquired and not learned. Learning language is using the brain to analyze English grammar, memorize English vocabulary, and translate English messages. This is the process used in schools to make the students well versed in English. The learners consciously study these methods in

English, word by word and rule by rule. The result is that the learners know a lot about English grammar rules and translations, but they fail to speak well. Since, they are not aware of where to place the words that are learnt and the rules appropriately.

Language acquisition is the process of the learners acquiring language through a subconscious process during which they are unaware of grammatical rules. During the process of acquisition learners do not try to memorize words. Effortless learning can be done when the language is acquired. The learners obtain a source of natural communication through advertisements. In such situations the importance is on the text of the communication and not on the form. In this case, the learners communicate in English spontaneously where they are not conscious like being in a classroom, no matter if they are right or wrong. This principle stays as the root for the learners to acquire English through advertisements. They readily acquire the language

to communicate with their peers in such an atmosphere. Advertisements create an environment where the learners acquire the language and they do not learn the language. The presence of a teacher is not necessary in such situations even if a teacher is there, his role will be minimal. The learners join together during the activities and they only communicate in English where they are not conscious of the rules and regulations while speaking in English.

Learners find it comfortable to acquire a language by way of this method since, it is unlike the traditional classroom method. In traditional classrooms, learning is hardly learner centered where the teacher's role is active and the learner's role is passive. The learner's part is very active during other activities. Here the learners communicate with their peers without any hesitation. Since they are not bothered about the rules and regulations, they are not conscious as well.

A review was made with the M.A students of Bharathiar University in order to bring out the shy and backward learners to acquire English quickly. In the classroom, learners were motivated and then they were asked to give a speech and hardly few raised themselves to come forward and the rest maintained silence. Then the classroom atmosphere was altered into a casual setting and again the learners were motivated and were asked to communicate in English with their friends and they were asked not to bother about the rules and regulations. Names of four products were given to the learners and they were asked to tell the slogan just by viewing the advertisement once. Most of the learners shouted the slogans without any hesitation. At the end of the each advertisement all the learners were asked to share their views. Everyone communicated in English and it was noticed that they uttered few words and sentences which relates to the product. Here language acquisition has taken place since the students were asked to just enjoy and watch the advertisement and forget the rest. From the study, it is clear that the human brain acquires vocabulary sub-

consciously than in a conscious way. The learners who did not come forward at the beginning were asked to speak after the participation. After questioning them about their not coming forward, it was found that they were scared to speak because of their own suspicion of grammatic structures. The traditional method of learning stands as an obstacle for the learners.

Interactive environment must be created where the learners acquire language and not learn it. In such an atmosphere, the learners acquire language from what they do, through what they encounter and through natural environment that stimulates new interest. This indicates that, in order to acquire language, the learner needs a source of natural communication. Through these advertisements learners acquire not only new words, but also learn its usage on their own and informal interaction among each other can also be developed. These types of activities give a wide range of opportunities for language learning and also draw in energy and inspiration from all around. Learners feel the difference and pay keen attention towards the activities done, rather than sitting in stuffy classrooms. They actively participate and interact with their peer groups, who come out with different opinions during the course of the activities and without any hesitation they present their opinions and asked questions and doubts since it's not a classroom where one must stick to the rules and regulations. In these kinds of activities usually the students join together to learn English, where the process of acquisition takes place. This shows that the learners who have memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak correctly. Hence advertisements help the learners to acquire language in a long run.

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NUANCES OF VIRTUAL LEARNING IN ENGLISH LANGUAGE TEACHING

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Abstract

The present paper studies the role of virtual learning in teaching English language. In the modern scenario, teaching is being updated with new technology named as VLE, MALL, TELL, SNS, NBLT and LMS. In this techno group, VLE stands first to enhance the competence of English Language. VLE covers the basics of internet like using Wikipedia, creating blogs and communicate through podcast. Thus the present paper debits the nuances of virtual learning in the path of English language teaching.

Introduction

The age of globalization has brought many changes in diverse fields of our life and work. It has also had its impact on languages, especially English. There comes a conflict, whether globalization had made English global, or English has made globalization spread across the globe. Whatever the fact may be, the need for English is felt by the billions of people these days. On account of this globalization, we are highly bound by the wonders of technological paraphernalia like smart phones and social sites. Recently, it has influenced our education system also.

Early e-learning systems were based on computer course learning or training, and it also replicated the autocratic teaching styles whereby the e-learning system was assumed as the transfer of knowledge. But in the later period as systems developed, computers started to support collaborative learning which encouraged the shared development of knowledge. In the most recent times, collaborative learning seems to be a group-based learning approach in which learners are mutually engaged to achieve a learning goal or complete a learning task.

Subsequently, many educationists transformed the smart phones and tablet apps as a medium for collaborative learning. Many mobile devices also supported m-learning (mobile learning). Mobile devices such as clickers and smart phones are used for

interactive audience response feedback. Group WebPages, blogs, wikis, and Twitter allowed the learners and educators to post thoughts, ideas, and comments on a website in an interactive learning environment. Social networking sites are becoming virtual communities of people who have interest in a particular subject to communicate by voice, chat, instant message and video conference and write in their blogs. This type of emerging education model is called "Virtual Learning". It is a very broad application. Virtual learning offer courses through online. But virtual learning really embraces a much broader dimension for educators than simple online learning. This online open source community provides a number of opportunities to both the teachers and the learners. It is a vehicle for high-tech learning where the teacher acts as a facilitator for the students. It enables to update learning materials speedily.

Web based learning does not refer to just putting the learning material on the network. The material should be relevant, interactive, user-friendly and able to facilitate the self-learning process. This process can be done only by the trained manpower that has knowledge and skills in Virtual Learning. Students of this digital age have extensive exposure to a variety of media. To entice them into learning, the teachers need to change. These changes may impact the teachers' beliefs on teaching as well as it may change their learning attitude. So it is better to be trained well

in handling this new media. Blog, Wiki and Podcasts are highly useful to share the thoughts in the teaching of English language.

Wikis

Wiki, the term from the Hawaiian wiki, means 'to hurry' or 'swift', also a collaborative Web site whose content can be edited by anyone who has access to it. Perhaps the best example of a wiki in action today is 'Wikipedia – The Free Encyclopedia'. Wikis, and in particular Wikipedia, represent a promising principle that can significantly transform the Internet information age. Wikis can be used as a source for obtaining information and knowledge, and also as a method of virtual collaboration, e.g., to share dialogue and information among participants in group projects, or to allow learners to engage in learning with each other.

Blogs

It is a Web which shares the information. It is a Web site that contains dated entries in reverse chronological order (most recent first) about a particular topic. Functioning as an online journal, blogs can be written by one person or a group of contributors. Entries contain commentary and links to other Web sites, and images as well as a search facility may also be included. Blogs engage people in knowledge sharing, reflection, and debate, they often attract a large and dedicated readership. They can also engender the drawing together of small virtual groupings of individuals interested in co-constructing knowledge around a common topic within a community of practice.

Podcast

Podcasting's essence is about creating content (audio or video – podcasts) for an audience that wants to listen when they want, where they want, and how they want. Users can listen to podcasts and watch podcasts on their computer (e.g., using Windows Media Player), or download to portable MP3/MP4 players and listen/watch on the move/anywhere, which is perfect for the busy

health professional. Podcasts are already being used in medical school curricula.

Obviously, teaching in a virtual learning environment is a real challenge to the teachers. To face this challenge, the teachers of this transition period should be prepared to deliver the learning materials through a student-centered approach rather than the traditional teacher-centered approach.

MHRD of the present Government has also taken necessary steps to initiate and provide on-line learning facilities by using the newly launched software called Virtual Learning Environment for the learners. It was first initiated by the Institute of Life-Long Learning Centre, University of Delhi in 2012. Today Virtual Learning Environment boasts of the emerging need, not only in Delhi University but in other universities as well.

Virtual Learning Environment integrates a set of tools namely lecture capture, webinars and interactive web conferencing. These are the supporting functions of information, communication, collaboration, learning and management. Online students can access chat rooms, e-mails, message boards and discussion forums to interact with colleagues and the instructor. As noted by Feenberg (1999), "Learning is most effectively facilitated through class discussions and other interactive opportunities. Both the instructor and the student are equally responsible for engaging in a collaborative dialogue throughout the course (*Virtual Learning Environments* 22). There are a variety of instructional strategies that make online experiences effective. Atkins's words cited in *Virtual Learning Environments: Concepts, Methodologies, Tools and Applications*, the importance of graphics within the course enhance the understanding as:

When constructing materials for students who will be learning online, an instructor must remember to be concise, focused and disciplined. As a teacher, it is your responsibility to communicate knowledge in a way that your students can understand. Aim to use words that

your pupils will easily understand, and provide concise explanation where you have used a word or phrase that may have baffled them. Above all, make every effort to ensure that your online materials contain interactive content that will engage your learners and encourage them to be proactive. (*Virtual Learning Environments* 22)

A great message from the richest person in China Mr. Jack Ma says, "Please tell your children that the world is changing every day and no one is going to wait for you in the past". When the lighter was invented, matches slowly disappeared. When the calculator was created, abacus was to fade away. When the digital camera was designed, the market of negative film became extinct. When direct market selling / internet selling arises, traditional marketing declines. When Smartphone with 4G (wireless internet access) was introduced to the world, no longer need to turn on your computer at home. Let's not to blame "Who took over whose business". It's only because people are more adjustable and adaptable to new ideas and changes in the World.

Virtual learning encourages learners' deeper engagement with learning materials and the affordance of sharing work spaces improve collaboration between learners are desirable outcomes. Many educators say that students of all ages learn best when the virtual environment immersed culturally and socially. Further, where learners and peers are committed to achieve the

same goals, they tend to regulate each other's performances, then a positive outcome is facilitated through the use of shared, digital learning environments. Thus, the combination of wikis, blogs and podcasting technologies has the potential to both liberate and tie learners together and create a dynamic learning community.

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METHODS OF TEACHING AND LEARNING ENGLISH IN DIGITAL ERA

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Abstract

The globalization has been largely caused due to the development in the field of information and communication technologies (ICTs). This has created a big impact in the field of education. The teaching and learning process has seen a vast difference because of the use of such technological innovations. The technology has set its foot on the English language classrooms, which is a major challenge of classroom management. The problems are mainly to the developing nations like India where bilingual method is still followed in teaching English. The impact of the digitalisation has made it mandatory to the learners to master the skill of handling language effectively. This has created an awareness to the language teachers making them more versatile and proficient in the latest technology based teaching and assessment. This paper explains some adequate methods that can be used to endure interest and augment motivation for better performance in ELT.

Keyword: *Technology, flipped classroom, communication, language learning.*

Introduction

Information Communication Technologies (ICTs) have become a fundamental part of our everyday lives in this technological age (Aborisade, 2012). The influence of ICT has pervaded all areas of our lives, including educational sector. E-communication has created a big influence on the writing habits and everyday use of language of the people. Many people are not very concerned about their standard of writing because of the electronic communication language phenomenon, with all its abbreviations and nonstandard spellings. This phenomenon has been hailed by many as the wave of the future in which language instruction will be driven by new advances in computers, the internet, and mobile technologies (Crystal, 2007). Due to tremendous progress in information and communication technology, the scenario of contemporary teaching techniques also has entirely changed. The teachers are forced to get rid of the traditional concepts and techniques of classroom teaching and have started to implement innovative teaching techniques. The role of English language teacher in the present framework has remarkably changed because of the social, cultural, economic and technology expansion across the globe. The challenge for the

teacher is to improve and update knowledge of innovative techniques to meet the demand of digital era.

Recent Methods of Language Teaching and Learning

Enriched learning environments with the use of technologies can offer students better learning opportunities (Chun & Plass 2000; Jonassen, D. & Reeves, 1996; Means 1994). Since new technologies offer them unique opportunities, language teachers have especially been integrating technology into their lessons more and more (Seljan, Banek, Spiranec, & Lasic-Lazic, 2006). With the use of these technologies, the aim of teachers is to present rich learning experiences to the students and to create more engaging and motivating classroom atmosphere.

Flipped Classroom

According to Bergmann and Sams (2012), a flipped classroom can be described as a setting where that “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p.13). The traditional classrooms are mostly teacher centered which is in conflict with the constructivist approaches to learning and teaching

(Brooks, 2002). The flipped classroom is pedagogically sound because it serves the principles of personalized-differentiated learning, student-centered instruction, and constructivism. It is personalized because each student learns at his or her own pace. It is student-centered because class time can be used to participate in engaging activities, while the role of the teacher changes to facilitator and observer, allowing students to be more active. Flipped classrooms may eliminate the ineffectiveness of face-to-face lessons and support lectures with the use of technology. A flipped classroom can contribute to personalization with video lectures, which present opportunities to watch or re-watch lessons as needed. Moreover, with a variety of materials in addition to lecture videos, the flip can contribute even further to the individual needs of students (Strayer, 2007). A flipped classroom may bring many benefits for ELT teachers, including videos of real life situations where students can listen to native speakers and teachers can take advantage of ready-to-use rich content. Once ELT teachers are comfortable with the flipped learning model, they can develop new and customized ways to improve its effectiveness in their teaching environments.

Multimodal Application

One new promising area of research is in the use of mobile devices with technology adapted to on-line environments for language learning that allows both teacher and student to have a setting to teach and learn at any time. Mobile Assisted Language Learning (MALL) describes an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. MALL is Mobile Learning (mlearning) that involves the development applications for learning or teaching languages that focus on specific kind of learning aimed at Second Language Acquisition. Multimodal application for smartphones is intended to improve access to digital multimedia content and to help the users learn by guiding them towards the acquirement of language skills. Mobile devices help by integrating

various technologies that facilitate the user to control the use of voice, stylus or keyboard depending on their communication needs. Multimodality permits the users to find a more reachable and functional environment, and allows for adaptability to the environment taking into account the user's cognitive abilities or limitations.

Metacognitive Learning Strategies in the English Class

The foremost thing that a language trainer requires to do in the procedure of development of metacognitive skills of the students is to make the learners know themselves and their learning styles. The learning style of the students can be identified by questionnaires, interviewing each other, discussing, etc.. The teacher has to remind their students of their learning styles, so that students may not be distracted from using the strategies that are suitable to their individual style. The teacher should also apply a range of classroom activities that are suitable for the students' individual learning styles. At the commencement of every new course, students should establish their own goals in relation to the goals of the course and they can decide on the specific skills or language areas they want to focus.

Cooperative Learning

Riley and Anderson (2006) define cooperative learning as a pedagogical method that learners learn on their own through explaining the subject matter to others and learning from others. In recent years, cooperative learning has been applied to foreign language teaching in the classroom. The cooperative learning strategy encourages students' active learning by creating virtual real-life language situation. The execution of cooperative learning in the foreign language teaching, provides students more opportunities to participate, practise, cooperate and assist in foreign language learning. In the cooperative group, students work together, interacting face to face, with the identical goal of learning, as well as assisting each other. The language teachers have to create active

learning atmosphere for students to learn by themselves.

Conclusion

There are various methods of English Language Teaching in this fast moving age. The teachers are expected to be active, vibrant and competent enough in this digital era. The teachers' inability to incorporate technology, inadequate ICT skills of teachers remains a barrier in the teaching-learning process. The innovations in technology and its implementation in education have blended with the growth of English and are changing the ways of teaching, learning and communicating. It is evident that the growth of the technology has facilitated changes in the teaching of English language.

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MUSIC AS NARRATIVE STRUCTURE FOR COMMUNICATION IN TONI MORRISON'S JAZZ

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Literature incorporates myths, beliefs, and the cultural code of a nation/community, which are traditionally recorded in songs and music. The Afro-American ethos is specifically marked by its musical tradition. Literature captures and preserves the culture of African Americans and the black experience of 1920s, not simply through dialect and language, but also through the techniques of music, its rhythm, harmony and syncopation. Toni Morrison's sixth novel *Jazz* (1992), resonates the African-American historical/musical memory of the twenties. Throughout her fiction, Morrison incorporates musical patterns in a distinctive symbiosis of literature and fiction. This paper ventures to show how music, apart from being the structural device of the novel, also turns out to be a communicative tool for manifold voices. Music, thus acts as the interface between form and content.

Through her narrative structure, Morrison manages to capture not only the voice of a single narrator, but the entire voice of a culture, that is, the multiple voices narrating multiple stories, piling on top of one another like a musical crescendo to form into one cohesive story: the story of *Jazz*. The novel makes both racial and historical statements about the inequities of life for African-Americans in the post-slavery era. *Jazz*, does not fit the classic novel format in terms of design, sentence structure, or narration. The novel takes its title of the Afro-American music of the 1920s and like it, the work also makes improvisation in its structure and communication. In this work, Morrison is influenced not only by the jazz, blues, and gospel music she was reared

on, but also by the folklore, tall tales, and ghost stories that her family narrated for entertainment. The result is a writing style that has a unique mix of the musical, the magical, and the historical providing various communications.

Jazz is a music genre that originated in the African-American communities of New Orleans, United States, in the late 19th and early 20th centuries, and developed from the roots of blues and ragtime. Jazz began in the early 1910s, combining earlier brass-band marches, French quadrilles, biguine, ragtime and blues with collective polyphonic improvisation. Jazz is a musical form that relies on improvisation and rhythmic urgency. Improvisation is a primary way that jazz musicians express themselves, requiring them to be inventive and create music on the spot. In the early 20th century, New Orleans was a major sea and river port and a center for entertainment. Jazz was created through a blending of all of the musical traditions that descended from various areas and could vibrate throughout the city. New Orleans jazz developed from the music traditions, such as, Slave Songs, African-American spiritual songs such as 'Swing Low, Sweet Chariot,' field hollers, and work songs. These songs were the method of the slaves to express themselves. The work songs were often sung as a call-and-response, in which the leader sang a line and then the group or an individual sang it back. This call-and-response idea became an important component in improvisation. Likewise, the Brass Bands that played in New Orleans were also has an influence on jazz. These bands were made up of trumpets, trombones,

clarinets, saxophones, and drums, but they would use the instruments in unique ways and would cut loose with the rhythm of their pieces. Many musicians who became famous for jazz got their start in brass bands. Some famous examples include Eureka and the Tuxedo brass bands. Born in America, jazz can be seen as a reflection of the cultural diversity and individualism of this country. One thing that makes jazz music so unique is its focus on improvisation. Louis Armstrong, a trumpet player from New Orleans, is considered as the father of modern jazz improvisation. His trumpet solos were melodic and playful and filled with energy that could only result from being composed on the spot. As jazz spread around the world, it drew on different national, regional, and local musical cultures, which gave rise to many distinctive styles. A leader of several groups in the 1920s and 30s, Armstrong inspired countless others to make the music their own by developing a personal style of improvisation. Jazz is a highly developed art form that continues to evolve and expand in numerous directions. The music of each decade sounds fresh and distinct from the music that preceded it. Since the days of bebop, the jazz scene has included avant-garde music, Latin jazz, jazz/rock fusion, and countless other styles. Jazz has proved to be very difficult to define, since it encompasses a wide range of music spanning a period of over 100 years, from ragtime to the 2010-era rock-infused fusion. Attempts have been made to define jazz from the perspective of other musical traditions, such as European music history or African music. Jazz today is so diverse and broad that there is something unique and interesting about every artist's style. Toni Morrison was born in Lorain, Ohio in 1931, and named Chloe Anthony Wofford.

Her parents moved there from the South to bring up their children in an environment where racial prejudice was less of a problem. Morrison's childhood therefore influenced her writing. She grew up in a family of musicians and storytellers and was inspired by the songs and stories she

heard as a child and so very early she had developed interest in language, folklore and literature. Morrison received the B.A. in English from Howard and her M.A. from Cornell. Morrison started writing when she moved to New York, where she first worked as a textbook editor at Random House. She continued as senior editor and became a force for getting African American writers published. Growing up in a racially diverse community, it was inevitable for her to disregard racial issues, segregation and the exploitations of the black people, and therefore most of her work reflects her concern for the African American people. *Jazz* is Morrison's sixth novel and was published in 1992. By now, Morrison is known as a central figure in creating a distinct African American literary language and her written work is, without a doubt, inspired by African American oral forms, such as folklore and traditional songs. Music was lodged in the unconscious of American Negroes who came to America and therefore it is an important part of African American history, identity and heritage. It is also a genuine form of individual and communal expression, in the literary form as well as the musical.

The novel begins in the midst of the love triangle between Violet, Joe, and Dorcas. Violet and Joe are unhappily married and living together in an apartment in Harlem when Joe falls in love with a seventeen-year old girl named Dorcas. Joe and Dorcas meet when Joe comes to Dorcas's aunt's house to sell ladies cosmetics, and their affair lasts from October 1925 to the first of January 1926. Joe talks with Malvonne, an upstairs neighbor, and negotiates the use of her empty apartment so that he and Dorcas can meet there. This arrangement continues for several months and neither Violet nor Alice Manfred, Dorcas's aunt, have any Knowledge of the affair. Although Joe brings Dorcas presents every time they meet, eventually Dorcas begins to get tired of the older man and starts going out with younger boys, attending parties with her best friend Felice and making up excuses so as not to meet Joe. When Joe finally confronts Dorcas about this, she

cruelly tells him that he makes her sick and should not bother her any more. Dorcas prefers the attentions of a popular and good-looking young man, Acton, with whom she dances at a party on New Year's Day. Dorcas knows that Joe will come in search of her, so she is only half-surprised when he tracks her down at the party and sees her dancing with Acton. Joe, however, brings a gun and shoots Dorcas in the shoulder. Dorcas tells the alarmed witnesses not to call an ambulance, even though she would survive if she allowed someone to help her, and she consequently bleeds to death. Everyone knows that Joe shot Dorcas and rumour of their affair begins to spread in the community after the young girl's death. Violet appears unexpectedly at Dorcas open-casket funeral and slashes Dorcas's face with a knife. Several weeks later, she begins to visit Dorcas's mourning aunt, Alice Manfred, and the two women begin to develop a friendship as a result of their shared tragedy. In the spring, Joe mourns Dorcas's death and he and Violet patch things up in their relationship, mediated in part by their new friendship with Dorcas's best friend, Felice.

As the narrator tells the story of Violet, Joe, and Dorcas in Harlem she follows a stream of associations and digressive details to create a complex web of people, places, and stories extending back to the late nineteenth century. Felice enters in the life of Joe and Violet as a harbinger of hope and healing. Felice, a young black girl looks for parental figures just as Violet and Joe hunger for a child. Frequent visits of Felice brought a change in Violet and Joe. Joe goes to work in Crossland and when back after two months, there prevails a good understanding between Violet and Joe. The narrator focuses on the hopefulness of the couple's romance as she ends her tale because she sees that they have found something to sustain them:

Breathing and murmuring under covers both of them have washed and hung out on the line, in a bed they chose together and kept together never mind one leg was propped on a 1916 dictionary, and the mattress, curved like a preacher's palm

asking for witnesses in His name's sake, enclosed them each and every night and muffled their whispering, old-time love. They are under the covers because they don't have to look at themselves anymore; there is no stud's eye, no chippie glance to undo them. They are inward toward the other, bound and jointly by carnival dolls and the steamers that sailed from ports they never saw. That is what is beneath their undercover whispers (*Jazz* 228).

The narrator sets up the basic theme of the novel: the story of Joe and Violet Trace; Joe's affair with the Dorcas, and his murder of this young mistress; and Violet's violent attack of Dorcas's corpse. Interestingly, this theme of violent death is the basic melody of the novel and like the jazz singer who improvises his basic theme, the narrator invents, re-harmonizes, elaborates and explores with this basic melody. Just as the build-up in music, a tune giving way to another, death of one, resurrects another. Rambhau M. Badode writes in "Death and Resurrection as Structure: Toni Morrison's *Beloved*, *Song of Solomon* and *Jazz*": "Death is a continuous the metaphor in Toni Morrison's novels; a catalyst for reinventing a cultural and individual identity. Never defined as something separate from life, death provides the present an umbilical link with the past. Morrison also 'strips back' and unfolds, in the sense of opening up, revealing and developing in order to be able to move forward" (*Points of View*, 2008, 53). Morrison's words in her *The Noble Lecture in Literature*, 1993 must be remembered: "We die. That may be the meaning of life. But we *do* language. That may be measure of our lives" (22). Dirk Ludigkeit in his article "Collective Improvisation And Narrative Structure In Toni Morrison's *Jazz*" interprets the words of Morrison, "When I was working out how this story would be told I decided to use the central narrative as you would the concept of jazz. Like a melody you play on, with various other narratives told by other people, other musicians as it were, giving their interpretation"(167).

When the narrator opens the story and introduces the characters like opening a phrase of a piece of jazz music. The narrator describes the city in a musical tone:

Do what you please in the city, it is there to back and frame you no matter what you do. And what goes on its blocks and lots and side streets is anything the strong can think of and the weak will admire. All you have to do is heed the design- the way it's laid out for you, considerate, mindful of where you want to go and what you might need tomorrow (*Jazz* 8-9).

The city provides necessary space and as a living organism is personified, has a rhythmic beat as the Monday to Friday working week, organizing human life with its own contrarhythms. "The City with its contrarhythms offers a space where the rhythms of jazz can be developed and can itself build a space which shapes and is shaped by both black and white people" (Badode 61-2). Morrison's narrative structure communicates that music.

Morrison's characters recollect the events of the day as an inner monologue like a soloist singing in jazz music. However, at the end of the novel. The narrator calls for the participation of the listeners. The narrators speak of being able to tell someone of the love that they feel:

But I can't say that aloud; I can't tell anyone that I have been waiting for this all my life and that being chosen to wait is the reason I can. If I were able I'd say it. Say make me, remake me. You are free to do it and I am free to let you because look, look. Look where your hands are. Now (229).

The success of jazz music does not lay on the hands of a single musician, it depends on the hands of every musician's effort, and of course with the lively support of the audience. Likewise all the characters in the novel do not overpower the other, they play like a cohesive piece of music which has to receive readers' appreciation. Toni Morrison has skillfully managed all the characters in her novel, like the upsurge of the music that builds itself with its pattern of rise and fall.

The traditional voice of African American women writers has strong presence in their work. Music, being a part of this voice, is also an integral part of their expression. Many elements of black culture are pervaded, and linked together, by morality. Storytelling, singing and dancing are forms of expression linked to this tradition. Music has been an especially strong medium for black people throughout their American experience in that it has provided them with a voice. In American History, 1920 was an exciting and monumental time. It was the time of the Harlem Renaissance, where African American literature expanded and exploded into the main stream. The idea of theme and variation was carried over into the world of literature with the birth of the Jazz novel. Toni Morrison's *Jazz* is a great example of this type of jazz narrative. In Jurgen Grandt's, "Kinds of Blue: Toni Morrison, Hans Janowitz, And The Jazz Aesthetics," he states that in order to use jazz to look at African American Literature, the critical template must "avail itself not only of the structural characteristics of the music, but also of the history of the American musicians who invented, shaped and innovated"(14).

Language is, at its most basic, where culture begins. Morrison too, was concerned with the use of language in the African American tradition, and to an extent, also chose to write her character's dialogue in a way reminiscent to the dialect of the time. Morrison chose to capture the culture through the music that is synonymous with the African American: jazz.

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RELATIONSHIP BETWEEN ENGLISH AND GLOBALISATION

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Abstract

The present article aims to show the relationship between English language and globalisation, and the importance of English as a medium of international language. Globalisation is a bridge that connects people from all across the world and it helps to understand the culture background of different countries. English plays a major role in the era of globalisation. English language acts as the interconnection between the people and globalisation. English helps in connecting people but at the same time the native culture is at stake because of the influence of English.

Keywords: *Globalisation, culture background, era of globalisation, interconnection, native culture.*

Relationship between English and Globalisation

Globalisation is primarily said to be the economic process of integration that has social and cultural aspects. The new era of globalisation is marked by spread of multiculturalism and increased individual access to cultural diversity, with on the other hand, Westernization of cultures. If we look in to the origin and existence of this term Globalisation, the term has been there in the annals of history but it got recognized only a decade ago. Technological advances in production, transportation, and telecommunication and more advancement with digital firms got access to customer's supplies and collaborators around the world and this development shranked the world into a global village. Knowledge of English is mandatory because in the new era of globalisation the countries are becoming globally integrated with each other in all aspects in terms of culture, economy, trade and commerce. English language plays a great role in this integration as it the only language spoken universally.

Language is the only medium capable of communicating ideas and concepts as well as moods, feelings, and thoughts. English language has revolutionized science and technology. English has become the main tool in computer languages. Computer is one of the important

technical tools that became a part of all the denizens in the world.

The English language has become the mean through which the trade and commerce takes place and this gave a new hype to globalisation. The companies are using English language as a medium to sell their products across the globe through advertisements in electronic and print media. Globalisation touches every dimension of life, British colonization left their residue after they left India. As per the international publication "Economist", said India has multi languages out of these English is the only language understood all over India. An ocean of changes occurred in all the sectors especially in corporate sector because of globalisation and English is an essential part of it. Globalisation has changed the life style of human beings, the English language has accelerated the speed of modern generation.

English as International Language

Language existed long before globalisation and after globalisation there is progress in the languages, especially English. There are two main reasons why English is the current lingua franca; political history and economics. One of the main reasons why English is the international language in the world today is the fact that Britain was the global superpower in the nineteenth century and America is the global superpower in the twentieth

and twenty-first. English depends on other languages to take its form and that is the reason for it being accepted as a universal language. The English language implicates job opportunities and this is the other reason for it to become a global language. English is widely accepted by all the countries irrespective of their native language. English is the language of business management and it has become a part of education. Globalisation helps in promotion of English language. Globalisation and English language, both are inseparable. Though English and globalisation has advantages on the other hand there are disadvantages too. In the new era of globalisation they have become intertwined.

Advantages

English language strongly compels a person to learn because it puts in touch with people more than any other language. It decreases the linguistic barriers and promotes the languages to flow freely across national frontiers. It gives scope to work anywhere across the world. Communication in English is the major requirement in the day-to-day selection process. English allows a person to learn more foreign languages. English increases the confidence of a person in the public spaces as the globalisation has set a high standard on the language. English has become an universal language that is used in the world of technology, education, business, trade, and so forth. There is an increase in the uncontrollable migration of people to other countries and other states, and English makes the communication easier for the non-natives. That is why English language is important to be studied and mastered in order to be able to compete and face the globalisation era. Globalisation has increased the awareness and news is spread. English is the news; the language spreads the information to many part of the world and it does it faster.

Disadvantages

While the advantages are self-evident, there are some concerns that the dominant global

language could have some drawbacks. It has become an obligation for everyone to wrestle in the globalised world in order to grow, one shouldn't be stagnant. The non native English speaker use the language just as a tool to communicate and this differs from the native speakers as they include culture with the language. Globalisation promotes multiculturalism on one hand but on the other hand it oppresses it with the power dominant English language. Globalization and English goes hand in hand, they pose threat to the minority language as they are in the verge of extinction. English also invades other culture. The language gets vitality from its connection with Indo-European languages. It is difficult to the oriental people but to the western European and Russians, English is similar to their mother tongue. In the process of modernization and globalisation to integrate into the world, a change in culture occurs by default.

Summing up

Learning the English language can bring increase in the knowledge we have built in our own maternal language through comparisons with the English. English is the dominant language in the world, and it is an obligation to accept that it's going to change, and this change is beyond the control of mother tongue speakers. The domain of English is, today a basic need for any professional in any major area. Learning of English opens door for personal, professional, and cultural development. English has a deep connection with globalization. It is associated with the language, politics, economy, and culture so it will inflict on the aspects of other countries. An efficient way to communicate around the world and globalisation is a necessity. It cannot be neglected because it has become a fact that cannot be denied. So the emergence of English dominance in this era of globalisation is unstoppable. Both English and globalisation are double edged sword, they can be positive and negative.

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TEACHING ENGLISH THROUGH POETRY: PEDAGOGY OF LISTENING SKILL PRACTICUM WITH REFERENCE TO WILLIAM BLAKE'S THE LAMB

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English has advanced as an international language especially after World War II, leaving behind other preeminent languages. Today, English is used in all corners of the world. English plays a vital role both in our educational system and in our daily walks of life. Jawaharlal Nehru, former prime minister of India has rightly said, "English is our major window on the modern world." English is the only language through which we have the valuable essence of modern knowledge in all fields of human activity.

Language and literature are interrelated. Using literature as a fundamental tool to teach language is popular and gaining acceptance in the post colonial era. Teaching language through literature not only develops the language skill of the learners but also provides various informations about the language and the culture of country where the language is spoken. Every learner has to express his thoughts and emotions; has to act and react at different circumstances. At such occasions, learning language through literature is very useful in this regard. Effective learning of a language depends on the effective teaching of the language. The main aim of teaching English is to help students to obtain the command of English manually and practically. It means that the learner should be able to speak, learn, read, write and understand the language easily. A better understanding of the principles helps more in teaching English effectively.

Poetry is more expressive and it makes one imbibe in the world of knowledge, ideas and feelings. John Collie and Stephen Slater states:

Poetry offer a rich, varied repertoire and are a source of much enjoyment for teacher and learner

alike. There is the initial advantage of length many poems are well suited to a single classroom lesson. Then again, they often explore themes of universal concern and embody life experiences, observations and the feelings evoked by them. Their brilliant concision and strong imagery combine to powerful overall effect. Moreover poems are sensitively tuned to what, for language learners are the vital areas of stress, rhythm and similarities of sounds. Reading poetry enables the learner to experience the power of language outside the strait-jacket of more standard written sentence structure and lexis. In the classroom, using poetry can lead naturally on the freer, creative written expression. Indeed, poems are capable of producing strong response from the reader, and this memorable intensity motives further reading of poetry in other language.

There are four basic skills in acquisition of any language namely Listening, Speaking, Reading and Writing. They are commonly termed as LSRW skills. While listening and speaking are the first acquisition, reading and writing comes later. Listening is the skill of understanding spoken language. Like writing, listening is a receptive skill. Listening may distinguish into instrumental and pleasurable. Instrumental is meant to achieve some goal or able to build something from a manual, pleasurable is meant up to relax.

In the work *Teaching English as a Foreign Language in Secondary Education*, the editors Bueno, Madrid, and McLaren states

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the

environment surrounding them. It consists listening as a complex process, which needs to be understood in order to teach it, and subsequently evaluate it before integrating it with phonological aspects and with the skill of speaking.

There are some unique advantages that make poetry suitable for improving language learning are universality, non-triviality, motivation, hands on, ambiguity and interaction, reactions and personal relevance, memorability, rhythm, performance and compactness. The methodology that is to be applied during teaching poetry is very simple. The most prominent features of poems that reinforce language acquisition include their rhythmic and receptive nature. The association between melody and content brings joy to listen the language.

While listening to the teaching of poems, learners will soon acquire the natural speech rhythm of that language. Those who listens poems will develop better speech abilities easily and quickly. Poetry become an integral part of the language classroom. Both usual and unusual form of poetry is used as a pedagogical tool to the learners of language at all levels. It helps in arriving rich vocabulary and in developing a deep understanding of the language.

Listening poetry is an enjoyable experience which conveys love and appreciation for the power of language to the learners. It provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary. Listening poetry trigger even the unmotivated learners to open up for explorations and different interpretations of English language. Through teaching of poetry, the learners may be familiar with figures of speech i.e. simile, metaphor, irony, personification imagery etc., due to their being part of daily language use.

In the learning of a language, listening is the basis of everything. Practice in listening is the first and foremost principle in language learning. Without it, the whole foundation of language will be weak and defective. Through listening, the

teaching of English should be made interesting and purposeful. There are some ways and approaches in teaching poetry to develop the listening skill of the learners. There must be ample opportunity to listen to passages of poems. The teacher should give systematic practice in listening to sounds. The learners must be trained up to discriminate sounds which need such activities like pair of words, to identify similarity and dissimilarity, stress and intonation patterns, commands and activities etc. At the same time, the teacher should speak English correctly. So the listener can able to understand the language automatically.

Communication involves active cognitive processes of two types: to produce a message, the language user converts thoughts to language. To receive a message, he converts language to thoughts. For a listener to understand the speaker's meaning he has to use his knowledge of the world and language. The focus of attention in listening is meaning. In teaching poetry, with reference to William Blake's *The Lamb* the students will analyse how meanings are shaped in poetry, exploring how the poet uses poetic and stylistic technique to present ideas in acquiring the presence through the language. The poem consists of twenty lines. The teacher should be able to make the learner understand the enigma of the poem through listening. Blake uses simple rhythm and rhyme scheme to remind the reader of nursery songs and children's hymns, and his engraving shows a pastoral scene, with no unpleasant interruptions. The questions which the poet addresses are both simple and profound "*who made thee?*" By putting this question into other mouth of the innocent learner the teacher can make them understand the most innocent of creatures, a lamb. The teacher can often get into the heart of existence because they have not yet learned to complicate things as they are at the preliminary level.

Teaching Listening skill will have three phases and are namely- Pre listening, While listening, Post listening. The pre listening is the preparatory

phase. Here the teacher kindles interest and sets purpose for listening. She must also give specific realization task to perform. She must also see that the students have necessary background knowledge and vocabulary to understand the passage. This can be done in different ways like brainstorming, reading, collecting pictures and describing pictures. Through the poem, the teacher can kindle the interest to listen by picturizing the lamb. They can enable them to make listen and understand the language at initial stage. The learner gradually develops the skill of listening to various sounds and differentiates them. They listen to the sounds and try to imitate them. They slowly comprehend the words spoken to it. They are made to listen the rhythmic and musical sounds in the poem. Speech sounds are taught to it with minimal pairs such as *feed: mead, voice: rejoice, mild: child*. They should also be made able to comprehend the lines given to it like “*Softest clothing, woolly, bright*”, “*He is meek, and he is mild, He became a little child.*”

In the second phase, students listen actively. They are in a grownup level. In this stage, the learner is able to understand continuous speech. The teacher can read out there passage at normal speed twice. If she can record it and play, it will be stimulating. Depending on the task set, the students may listen for overall meaning or specific details. They may listen to a description and choose the appropriate one. They may listen description of the lamb with vivid descriptions. The learners may listen to the poem and answers the questions usually of objective type. The last exercise will be of great use to our students who have to take down notes from listening the poem. So while listening, they may take down notes from points which will register in their mind.

The post listening activities can be more effective by engaging the students to do tasks. For instance, on listening to a dialogue dealing with a language function of the poem, students can identify the phrases used. It can also be linguistic. Students are given tasks as individual, pair, or group tasks to check their level of listening. It is

too easy if students can able to get all the answers straight away on first listening. Part of training the ear is the effort and concentration required to make sense of the stream of speech. Anticipate the subject matter, without giving all the answers away and without revealing what the listening is about. This task should be extensive, only getting the gist and general shape of the text, e.g. “*who is speaking in the poem?, what the topic is about?*”

Poems can be a really nice way into a topic for learners. By using a poem as a spring board into a topic one can make the class memorable for the learners in acquiring the language efficiently. Both children and adults spend approximately half of their communication time listening. Language researcher Walter Loban states the importance of listening:

“We listen a book a day, we speak a book a week, we read a book a month, and we write a book a year” (13).

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A FUSION OF VIRTUAL TENNIS GAME IN DOUBLES AND CONDITIONALS: A THEORETICAL APPROACH

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Abstract

This research paper aims at dealing with a novel idea on the fusion of Virtual Tennis Game, an International racket sport, and Conditionals to be used in the English classrooms. There are three major types of conditional sentences which contain two sections that are as follows: Main Clause and Subordinate Clause or Vice-Versa. To gain a game point, each half of the term (if clause or the main clause) given in bold form below is chiefly uttered by each team within 10 seconds and the fourth one in 20 seconds: 1. “verb in present simple” by a team and “a modal + a main verb” by the opponent, 2. “verb in past simple” and “conditional + a main verb,” 3. “had + past participle form of a main verb” and “perfect conditional + a past participle form of a main verb” and 4. Any conditional sentence is to be made use of. Further, it does not matter which clause is used first. If a particular team does not produce any utterance or produces a faulty utterance within the first 10 seconds, the opponent team will gain a game point. Likewise, the game will be continued till a team acquires six game points to reach a set point. If a team gathers two set points consecutively, the respective team will attain the match point. The players shall be expected to use “Unless + main verb and modal verb + not + main verb,” when it happens to be deuce. In addition, no repetition of the same word(s) or sentence structure shall be permitted throughout the game. If it is so, the competitor will win the point. Timer and Scorer are nominated to help the teacher (facilitator). Hence, this virtual tennis court in the language classroom would exhilarate and expand the team spirit and steadily shun the players’ shortcomings.

Keywords: *Conditionals If Clause or Unless, Tennis, Verbs, Game Point, Set Point, Match Point, Deuce, Team Spirit, Scorer and Timer.*

Introduction

Tennis, a racket sport of international repute, is played individually against a competitor or between two players of two teams each. This research paper prefers a team of two contenders both sides of the Tennis court and is intended to promote the merger of Conditionals with Virtual Tennis Game in the English classrooms through Activity Based Learning (ABL) method. As per the rules of Tennis, there are three levels such as Game Point, Set Point and Match Point. Similarly, three modalities are applied to accomplish this ABL method using conditional sentences or ‘if’ clauses that contain ‘if’ clause or subordinate clause and main clause or principal clause. Clues like verbs used in conditional structures are chiefly applied to be successful in this method. Timer, Scorer and Facilitator administer this game throughout. Thus, this ABL method would persuade the learners to acquire the basic skills applied to Conditionals while listening

to the clues and responding by producing the corresponding clues and thereby emergence of team building is assured.

Aim of the Study

The aim of this paper is to assess the correctness of the participants’ clues and their syntactical structures of Conditionals by introducing and amalgamating virtual Tennis game which is to be performed in the English classroom.

Procedures

The following are the procedures to be incorporated in the virtual background and care is to be in full swing to examine the participants’ utterances in this game.

1. This game is to be performed during English period.
2. Learners are randomly selected as participants.

3. Timer is to be used to keep time till the game is over.
4. A Scorer is to be appointed to make a note of scores.
5. Two teams consisting of two members each shall be selected as players.
6. Virtual rackets and balls to be used
7. Tossing a coin is essential to know which team is going to serve first.
8. No repetition of an utterance or a clue or a sentence to be allowed. Failing which the opponent team gains a game point.
9. If a team does not respond to the opponent within 10 seconds, the opponent gets the next game point or set point or the match point depending on the set numbers
10. While making sentences, 20 seconds shall be given.
11. The students who watch this virtual game asked to remain silent till the game gets over.
12. The decision of the English Teacher / the Referee / the Facilitator will be the final.

Hypothesis

This paper investigates with the assumptions given below:

1. Exchanging clues and sentences between teammates within stipulated timings in the virtual Tennis game during English hour brings about listening and speaking skills.
2. Team work develops their morale and enhances their linguistic abilities.

Methodology

To explore the framework, this paper proposes to throw lights on the following procedures to gain Game, Set and Match Points:

1. the main verb in simple present in the subordinate clause and modal verb + main verb in the main clause (to get 15),
2. the main verb in simple past in the subordinate clause and past conditional + main verb in the principal clause (to gain 30),
3. a combination of had + past participle form of the main verb in the subordinate clause and past conditional + have + past participle form

of the main verb in the main clause (to obtain 40) and 4. a conditional sentence shall be used (to acquire a game point). A team suffices to utter the half of the portion of the terms mentioned above within 10 seconds. If it fails to make an utterance, the opponent will be advantageous. Further, it does not matter whether a team selects main clause or subordinate clause. If there is 'Deuce', the subordinate clause should begin with 'unless'. Once a team between the two bags two set points successively, the team concerned will acquire the match point and be adjudged as a winning team.

Point System

The detailed point systems in Tennis are as follows:

1. Points earned 0 = 0 Games Points or 'Love'
2. Points earned 1 = 15 Games Points
3. Points earned 2 = 30 Games Points
4. Points earned 3 = 40 Games Points
5. Points earned 4 Game over

Similarly, in a Virtual Tennis Game, the type – I (realistic) is to be applied till one of the teams gains 6 Game Points i.e. a Set Point. Given below are the clues. When a clue from one of the sides goes incorrect, the opponent team gains 15 (Game Point), 30 (Game Point), 40 (Game Point) and then Game Over. run(s) = will get (e.g. If he **runs** fast, he **will get** a ticket.)

$$T1 = T2$$

Once a team earns a Set Point, the winning team of the first round has an advantage over its opponent and hence they could commence the next round with the type – II (unrealistic). The following is an example: stopped = would go (If it stopped raining, we **would go** out.)

$$T1^* = T2^*$$

When a team of two gets two Set Points, the unbeaten team would be asked to take its turn to uncover the type – III (impossible). The following is an illustration:

Had performed = would have won (If she **had performed** well, she **would have won** it.)

$$T1 = T2$$

Note: T1 indicates Team One and T2 refers to Team 2.

There will be a possibility of getting the teams into Deuce. If it is so, the sentence should begin with 'unless'. For instance,

Unless you Understand the Concept, You Cannot Do Well in the Examination

Here, it is noted that type I shall alone be used.

Importance of Receptive and Productive Skills

Listening and Speaking, a receptive skill and a productive skill respectively play a significant role in this virtual Tennis game. If a teammate of Team 1 or Team 2 fumbles for clue(s), his partner can help him in rendering a clue within permitted time. In this scenario, the concept of team building gains momentum. The level of confidence builds up and shyness or clueless vanishes. As the repetition of clues or sentences is not admissible, sharing information between teammates is inevitable and their mutual understanding gets strengthened. Among the various types of listening, "attentive listening, according to Ashraf Rizvi, is interactive, productive, facilitating proper interaction and more effective listener-speaker relationships..."

Advantages and Disadvantages

A game has both advantages and disadvantages. In the same way, this Virtual Tennis Game contains both of them. All the four players are aware of the rules and regulations of this game. Slow learners of this activity would be augmented by his partner. Thus, it encourages value of learning through which learners' freedom is guaranteed. Thus, Jeremy Comfort et al. state "... very important in building up confidence between individuals..."

Ten seconds, twenty seconds, use of 'if' clauses and unless sentences, incorrect sentences, noise from the audience side, intervention from the facilitator if any shall be considered as disadvantages.

Feedback

Receiving a feedback from both the players and the audience would clearly convey the ideas adopted in the Virtual Tennis Game. In addition, feedback, an essential component of a game, gives validity of the ABL method.

Conclusion

The term "Communication Skills in English" plays a seminal role in the acquisition of the language. Teaching English and making the learners understand nuances of grammatical portions in English are challenging, as the learners of English language pay little attention to it. In this different scenario, this research paper attends to build a novel concept of fusing Virtual Tennis Game and Conditionals together. Once it is accelerated in a true sense, it will evince interest and enliven the English classroom.

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IMPORTANCE OF ENGLISH LANGUAGE TEACHING IN POSTCOLONIAL INDIA

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Abstract

For almost two centuries now, English has been playing an important role in our educational as well as in our national life. It is generally held that the British introduced English in our educational system in order to produce cheap clerks for their colonial administration. Officially English has a status of assistant language, but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show that they know English. The British rulers began building their universities in India from 1857. English became the first language in Indian education. The 'modern' leaders of that era in India also supported English language and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. Many new schools were established in which the language of instruction was English. Knowledge of English would prove beneficial to the Indian people. And indeed, though the British system of education had the intended result of turning out cast armies of pen-users, as it is still doing, the learning of English which this system emphasized proved beneficial in more than one way. Since we need knowledge of English for different purposes, the content and character of the language as well as the method of imparting it have to undergo a change. English has to be taught thereafter, principally as 'language of comprehension' rather than as literary language writings in the English language, more especially those relation to the subject-matter of their specialized fields of studies.

Keywords: colonial administration, Indian education, British system, communication.

Language is a phenomenon of the individual person. It is concerned with describing and explaining language as a matter of human behaviour. People speak and write. They also evidently read and understand what they hear. They are not born doing so: they have to acquire these skills. Not everybody seems to develop them to the same degree. People may suffer accidents or disorders which impair their performance. Language is thus seen as a part of human psychology, a particular sort of behaviour, the behaviour which has as its principal function that of communication. Ever since the dawn of human mankind man has been learning various skills that are useful for his survival and betterment. In this context, various processes and products of learning are also changing. Learning has always been compatible with the demands of society. Every society has always been expecting its members to conform to its traditions, customs, conventions, folkways, mores and norms. For almost two centuries now, English has been playing an important role in our educational as well as in our national life.

It is generally held that the British introduced English in our educational system in order to produce cheap clerks for their colonial administration and to produce what Lord Macaulay called "a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect". Knowledge of English would prove beneficial to the Indian people. And indeed, though the British system of education had the intended result of turning out cast armies of pen-users, as it is still doing, the learning of English which this system emphasized proved beneficial in more than one way. English also served as a great unifying force in our struggle for independence. It is through this language that leaders from the four corners of our vast country could communicate and chalk out their common plans of action. Even now, English is playing this important role as the national link language of trade and commerce between different parts of the country.

Study of English has enriched the Indian languages and literature. All the Indian languages have freely borrowed words from English and have coined words and phrases on English models

to enrich their vocabulary. The influence of world literature on the vernacular literature of India is also directly attributable to the popularity of English literature in India. Almost all the eminent writers of India were proficient in English and they became aware of the great literary movements in England and elsewhere through their study of English literature, which deeply influenced their writings. English has also greatly contributed to the growth of knowledge in India, particularly in the field of science and technology. It has brought home to us the different developments in the international scene and helped us in properly understanding the world situations. It is unfortunate that many of our leaders equated English with an instrument of colonial exploitation and saw it as a shameful badge of our slavery. However, the purpose of English has been recognized by all: as a national link language, as an international link language and as a library language.

Perhaps the most important role that English has to play in India today is a 'library language'. This term, used by the Indian education commission popularly known as the Kothari commission, seems to be an extremely happy choice. It is agreed on all hands that the mother-tongue is the best medium of instruction and the commission has recommended the use of mother-tongue as the medium of instruction up to the highest level of education. But the commission has also said that no student should be awarded a university degree unless he has acquired some proficiency in English. This is as it should be, for English can be rightly regarded as the key to the store-house of knowledge. Books on all branches of knowledge are available in English. Besides, more than 60 percent of the world's technical journals, Newspapers, periodicals, etc. are published in English. It might be possible to translate some of the books into the regional languages of the country, but not even the richest county with the most sophisticated translating machine can ever hope to cope with the ever-growing stream of knowledge that is being spread

through these publications. Therefore, to keep themselves abreast of the latest developments in the field of science and technology our students will have to acquire a reasonable amount of proficiency in English.

The Indian education commission has also recommended the continuance of English in the interest of national integration and for higher academic work. It is therefore apparent that English must continue as a national link language for quite some time to come. English is the most widely spoken language in the world. It is the mother-tongue of more than 320 million people and another 200 million use it as their second language. English therefore occupies the unique position of being the language used by the largest number of people in the world. But the most significant aspect of English is its 'distribution'. While Chinese is confined only to the Chinese sub-continent, English is spread throughout the globe. Even in India it is not only a popular second language but also the mother-tongue of a small Indian community, the Anglo-Indians. Because of this great popularity and worldwide distribution, English has the pre-dominant claim to be the medium of international communication. English is therefore going to play an important role in world affairs and it will be to our advantage if we continue to learn English as an important foreign language.

The English Christian missionaries came to India from 1813 and they also built schools at primary level for Indians in which the language of instruction was local language. Later on the missionaries built high schools with English as the language of instruction which obliged the Indians who wanted to study to have a good knowledge of English. The British rulers began building their universities in India from 1857. English became the first language in Indian education. The 'modern' leaders of that era in India also supported English language and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. Many new schools were established in which the

language of instruction was English. According to the British laws the language of instruction at university level was English and therefore schools that emphasized English were preferred by ambitious Indians. Even after India's independence, English remained the main language of India. Officially it was given a status of an assistant language and was supposed to terminate officially after 15 years of India's independence, but it still remains the important language of India.

For almost 200 years English dominated the school curriculum. It was the medium of instruction not only at the university level but also at the school level until the early thirties of this century. It is now realized that this state of affairs cannot continue and that the teaching of English should be made more practical and language-oriented in order to achieve the limited objectives of learning this important foreign language. The official language commission appointed by the government of India clearly indicated the position of English in our educational system. Since we need knowledge of English for different purposes, the content and character of the language as well as the method of imparting it have to undergo a change. English has to be taught thereafter, principally as 'language of comprehension' rather than as literary language writings in the English language, more especially those relation to the subject-matter of their specialized fields of studies. No doubt, to a limited extent, a capacity for expression would also accrue and may usefully be cultivated along with the faculty for comprehension; however, the change in the character and knowledge of English appropriate to our requirements hereafter, as distinguished from the past, is clear enough. The requirement of knowledge for comprehending English is mainly a matter of understanding the basic grammar and structure of language and thereafter, principally, a question of widening the vocabulary in the desired direction.

The English language came to India in the 17th century with the East India Company. It was

formed to conduct trade with India and other countries in the east. Initially the Britishers tried to learn Indian languages to communicate with Indians. They started special colleges for this purpose. They also took the help of the translators. But when their political powers increased, they created the British Indian provinces like Bengal, Madras and Bombay. So the English traders gave more importance to English. Some missionary institutions taught English to Indians. The East India Company took the responsibility of the educations of the Indians. The Indians were also realizing the importance of the English language. They realized that English was the language required for a secure future in a government job. Calcutta was set for the first 'big moment' in the imperial history of English language teaching. Meanwhile some movements were started by Raja Ram Mohan Roy to introduce western scientific education through English. He wanted to replace traditional Sanskrit and Persian teaching.

The British Government gave preference in jobs to the Indians who had the knowledge of English. The system of English education founded on English literature continued till the independence. India got the independence and the Indian government had to decide its policy towards English. They decided to make Hindi the official language. Regional languages were given the status of national languages. Certain states insisted to make English the associate official language. Universities and schools were increasing rapidly in India. Some of the people from the neglected society also came forward to learn English. English was not limited to a few elite schools and colleges. But there were complains about the standards of English. The government appointed many commissions to improve the standard of English in schools and colleges. For instance, University Education Commission says: English, however, must continue to be studied. It is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English, it the present position of India in the international

sphere is partly due to the command that educated Indians have acquired over English.

Many eminent educationists and scientists have therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English. In 1958 The Central Institute of English was started in Hyderabad. Regional institutes were established in Bangalore and Chandigarh. But nobody tried to change the literature based system of English. English was studied mainly for education and administration. But because of the revolutionary developments in science, technology, travel, trade, communications and entertainment, English got a new role as the international language of communication. Nowadays it is necessary to learn all the four skills of listening, speaking, reading and writing English. English teaching has remained unchanged for nearly 150 years, new developments are taking place worldwide in the methods of teaching and learning English. These developments have affected the English language teaching in India also. Previously, English was taught from fifth standard in the non-English medium schools of Maharashtra. Now it is taught from the first standard even in the non-English medium schools.

In the past the syllabus was literature based but now it is skill-based. Earlier the evaluation system centered on the written skill only, from the year 2006-07 the oral test is introduced in the secondary and higher secondary schools.

People are aware of the importance of English. They are interested in learning the spoken English. As a result, various courses are developed for teaching spoken English. The use of Language Laboratory and Computer Assisted Language Learning (CALL) has created new changes in the teaching of English. Dr. Deepti Gupta rightly says: The irony of situation is that while academicians label these learning 'centers', 'shops' or 'commercial institutes' it is these establishments that are a major influence behind the changing face of the ELT paradigm in India. Even as English contains excellent Christian literature, it also is home for secular literature. Secular Humanism found its way in many lands through the learning of English language and literature. Its "ennobling" characteristic as a tool and purveyor of culture, the scientific knowledge it opens up for those who learn it, the ease with which one could transact business using it, all have more or less overshadowed the deep Christian foundation upon which the language, literature and culture is built..

CHALLENGES IN TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIA

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Abstract

English is studied as a second language in India. Teaching a new language is always difficult. There are many barriers in teaching English as a second language. One of the most important barriers is mother tongue. Mother tongue is deeply rooted in a man. It prevents one in learning English. Students' attitude towards English plays a vital role. They lack interest in English and this is also a challenge for the teacher in teaching English. Skilled teachers are required to teach the language. Moreover the teacher has to employ innovative methods in teaching. The teacher faces a problem of cultural differences. The teacher has to use technology as a medium to teach English. The teacher has to make the learner to experience the new language in the same way as he experiences the mother tongue.

Keywords: *English, second language, barrier, innovation, students' attitude, culture, mother tongue.*

India is a large country with a huge population. It is a multilingual country which has about 845 languages. It has cultural diversities and language has become a part of emotion in each and every individual in India. So, learning a new language is always a difficult task. Mother tongue is one of the important barriers in it. As cognition in a man develops only with one's own language it is always hard to learn a new one. Teaching English as a second language is always a Himalayan task.

As most of the Indians speaking English as a foreign language consider their mother tongue to be primary language and so it is predominant in their mind. In learning a new language the pupil is faced with the problems of dealing with the surroundings and experience. The difference between any Indian language and English is an important factor. The vocabulary, phonology, sentence structure, lexis and writing conventions are very different with each other. The deeply rooted mother tongue and its habits interfere with the learning of English. Error may take place due to the false analogy, incomplete learning and confusion in learning, etc.,

Language learning is the formation of speech habits. While learning the mother tongue the child forms speech habits unconsciously. But in learning a foreign language the child consciously forms

new speech habits through practice. It is very important when a child begins to learn English. The earlier the child begins to learn English the better it learns. Moreover motivation, interest, memory span, readiness to learn also play a vital role in learning English.

Learning of mother tongue takes place throughout the day, whereas, learning English takes place only around 40 minutes a day in school. Classroom and school condition also play a vital role in learning English. In an atmosphere where all those surrounding a learner speak only the mother tongue it is difficult to learn a new language.

Most students in India have a careless attitude towards English. Even in schools science subjects are given more importance than language. Eventually the students lack interest in English and so they do not attend the classes regularly. Students learn English only for the short term goals like passing their exams and attending job interviews rather than the pleasure of learning a new language. This leads to the tendency of mugging up the text books. As the students do not pay proper attention in learning English the teacher has to employ new and innovative methods in teaching and evaluation. They should motivate the students to learn English.

Generally English teachers hesitate to bring changes in their teaching style. Innovation sounds strange in English teaching but in contemporary world there are many ways that can be merged with the existing ways of imparting the knowledge of English to next generation. It has been seen that unlike teachers of other subjects teachers of English find less scope bringing variation in their teaching style. They mainly stick to writing and grammars during their classes but forget that pronunciation, interaction and verbal command over the language are equally important in the context of subject. And these can be achieved by innovation. Innovation is mainly an off track path in right direction. There are many effective ways to address this challenge. An important starting point is the understanding that methods are not mutually exclusive. Teachers have been conditioned to believe they have to choose: It's accuracy versus fluency; teacher-centered versus student-centered; a focus on productive skills versus receptive. English teachers can innovate in number of ways like giving different kinds of assignments, projects, paper presentation to improve their writing skills and make students more interactive. The students can be given an opportunity to ask their own questions to the teacher or to the other students. This enables both the teacher-learner interaction as well as the learner-learner interaction. Dramas, plays can be shown to strengthen verbal and communicative part of the language skill. As it has been already proven that the more the senses one engages in learning the more one acquires. It would be rather great if teacher shakes hands with existing technology and impart their knowledge through them. As students are so close and comfortable with gadgets and new technology that learning through them would no longer be learning rather it would turn into the day to day exploration of things, knowledge and more importantly fun. Today's learner enjoys life full of gadgets and teachers can exploit the same. As a result, many view digital technologies as 'other:' a choice of analog versus digital. They may use projectors for

class based learning and website especially social networking sites for non-class based learners. Thus a teacher can be very effective and efficient if he/she puts the above changes to his/her teaching style.

As even the teachers also speak English only as a foreign language they have the mastery in any particular one rather than all the aspects of language. In order to make these decisions, it's important that learning institutions include teachers in their planning processes: a move that also increases teacher recognition and therefore decreases resistance to change. They should also offer more relevant support services, such as paid professional development opportunities that are not only skills-based but also involve case studies and round-table discussions that analyze these 21st-century challenges. Additionally, teachers can schedule in-house sessions to exchange and validate a variety of skills. For instance, one group trains colleagues in best practices with handwritten error correction symbols, while another teaches how to give writing feedback through a learning management system.

Another important difficulty in learning English as a second language is environment (such as poverty, underdevelopment, place and attitudes towards learning), age, motivation, phonetics and semantic concepts, general exposure to English, poor foundation skills/early English exposure and cognitive academic writing, which were not within the scope of this study. Another important aspect that can also be considered as a barrier to learning a second language is "mother tongue", which affects second language learning negatively. By negatively, Krashen means a second language learner may transfer what he/she wants to say from the mother tongue to the second language especially in grammar, which does not always have the same meaning in one's mother tongue and the target second language. As a result, the meaning is lost or distorted. Secondly, we live in a multi-lingual society where different mother tongues are spoken. The question is: how possible would it be to create schools that cater for all the

different mother tongues found in a specific society? A multi-lingual society like India is very complicated in terms of mother tongue in schools because one has to think of the number of learners speaking the same mother tongue.

When we learn a language, we learn the culture of the place where the language belongs to. In many parts of the world people are hesitant to accept new cultures and inculcate them. English has many cultures in it and as it spreads more and more added to it. This hesitance also acts as a barrier for teaching English. For an English teacher he or she has reach across these barriers to teach students. Culture is taught in a situation which prepares students for a visit or work in a new environment even though the student is physically away from the place. A teacher can make the student comfortable and prepare him to adopt a different culture and more importantly the language, which is English here. Each situation determines the aim of teaching culture and range of topics that are considered important to be taught. The main aim is to provide cultural knowledge as it is often the case in the first situation. There may even be problems for students to understand what the teacher is teaching due to their difference in English. A new teacher must first go slowly so that the students can get used to it. Cultural barriers can be overcome by blending the student to new horizon of global language and culture. To achieve this teacher must go for the philosophy, theory and principals of English language. Other problem a teacher and a student faces is difference in accent. It has been seen that English teachers are not native one and possess alien accent to the students bound to their own mother tongue which may work well for his/her community or circle but student have to adjust to a very different tone and vocabulary. Teachers must understand that he cannot succeed in his goal of imparting knowledge unless and until he tries to matches his tone to the native one. For example if a teacher is south Indian and students belong to western part of

world then listening to the lecture would be as difficult as talking shower under boiling water.

The following are strategic solutions that can increase student focus and discipline. First, given the brain's critical role in language learning, teachers should subtly teach students how they work, i.e. a lesson or two on the basics. For example, an activity about how the brain requires a hefty amount of focus, time, and repetition to commit new words to long-term memory. Teachers should also promote the importance of sleep and find creative ways to show students how dangerous multi-tasking is for meaningful learning.

Behavioral changes in study habits, and digital organization and distractions, should also be taught and practised in class. One of the major problems of the students is the cell phone distraction: students enter the classroom, put their phone on silent, and leave it in a designated room or similar spot located at the back of the classroom. During class, it is better to follow an adapted Pomodoro technique, which states that students shouldn't work for more than 25 consecutive minutes or be sitting down for more than five. At the end of five minutes, students get up and move around for a minute or two before returning to the task. After 25 minutes, they get a five-minute break to check their cell phones. Whatever the system, it's important teachers make it a daily routine.

Overcoming these 21st-century challenges begins with the work of individual English teachers in the more than 40,000 language learning institutions worldwide. We are rooted in local communities around the world, but should think and act globally in practice. Let's start by sharing our experience in imparting the knowledge of English.

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TEACHING ENGLISH LANGUAGE THROUGH LITERATURE

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Introduction

Teaching of language is incomplete without Literature. If anything is striking, original and reliable, it must be a Literature. Yet, we cannot define or draw a boundary line between the book of literature and the book of other kind. Innumerable magazines, periodicals and books are available in the market. Of course, they all give only a little bit of information or instruction to us. John Henry Newman, the great thinker of 19th century, defines the true education, “the business of an Educational Institution or a University is to teach to diffuse an extend knowledge in all its branches”. No doubt, English Language helps, by and large, to achieve this principle through Classical Literature.

Language and Literature

The exponents of language in London Carter and Long stated, “Literature is a legitimate and valuable resource for language teaching” The history of civilization uses language; because, the language is the raw material out of which literature is composed. When the language is emotionally charged it gives literature; when the language is concentrating or giving information or thought it gives history and that is the scientific use of language. Then, what is the relation between language and literature? The best way to solve this question is to notice the way in which literature uses the language in Schools and Colleges. Apart from using the traditional methods of LSRW, i.e., Listening, Speaking, Reading and Writing, in ESL in Indian educational system, Literature helps a lot to inculcate the basic values of humanity such as austerity, discipline, generosity etc., vide its

different genres like Poetry, Short story, Novel, and Drama. Hence, the Study of Literature in ELT, in the present scenario is mandatory for any educational institution in India whether it is Art, Science, Technology, Engineering or even Medicine.

Literature of Power and Literature of Knowledge

Thomas De Quincey (1785-1859) gave currency to the two terms: “Literature of Knowledge” and “Literature of Power”. The function of the literature of power is to move. It communicates power or appeals to “higher understanding.....through affections of pleasure and sympathy”. The literature of knowledge has a didactic purpose whereas the literature of power has some aesthetic end. The literature of knowledge informs, proves or persuades. Books of philosophy, history, economics etc., belong to this class. They do not come under the purview of literary criticism. But the literature of power is the proper object of literary criticism. Books on Fine Arts, Poetry, Drama etc., are beyond proof or logic and can be apprehended by intuition, imagination or aesthetic sense. Both these types of literature aim at truth. One comes to it by judgment, the other by intuition.

Longinus, an ancient Greek critic, finds that the epics of Homer, the plays of Shakespeare, and the language of Milton in ‘Paradise Lost’ transported the reader or the spectator to ecstasy or emotional rapture. He calls this ecstasy as ‘Sublimity’ and it consists in a certain distinction and consummate excellence in expression and it is from this and other source, that the greatest poets and prose writers of literature have gained their

eminence and immortal fame. Because, great literature transports the reader out of himself, to ecstasy caused by an irresistible magic of speech. The reader is so moved that he can neither think nor feel except what the writer thinks or feels. This kind of literature is the must one for any form of educational system, as it has the Quality of Sublime. This quality of sublime, the power to transport or elevate is irresistible—it irresistibly pleases, excites, moves, transports and elevates all language learners of all times.

Literature in general gives pleasure. This pleasure is aesthetic in nature. It pleases the hearts of the learner and the reader. This type, which gives pleasure and aesthetic sense, of language learning and reading is known as Liberal Education. As the liberal education exercises the mind, the reasoning capacity and the contemplative faculty of learner, one can draw the guiding principles of one's own life. The liberal thirst or liberal knowledge affects the mind, illuminates it and gives it a quality which is deeply personal. Such a kind of culturing the mind is a very desirable thing. Therefore, the knowledge which gives this culture is also desirable. While pursuing the ELT in the class room, the greatness of literature enhances here to attain such a result. Simon Hoult and Lal evaluated this system of pedagogy is "Transformative Pedagogy".

The Two Effective Genres of Literature in ELT

As literature focuses on human life and its nature, it discusses human life, its problems, joys and sorrows. There are a number of literary forms available from the 14th century till this date to us but for the present generation owe much to the two literary genres are the "One-Act Play" and the "Short-Story". These two genres suit well to the psychological application of ELT in the Indian class room and cater the hectic schedule of the present generations to pursue academic skills and to achieve their goals in a compact way.

One-Act Play

The One-Act Play, like the longer drama, should have a beginning, middle and an end. The exposition, the conflict, the climax and the denouement are its components. Though short in form, the One-Act Play has a large number of varied subjects and it deals with one action to produce the maximum of effect. In short, it projects a particular situation or scene revolves around the particular time of a particular character.

Varied are the themes available in one act play such as appearance and reality; customs and manners; marriage and divorce; crime and punishment etc. In addition, this play can be divided into different types as—romance, problem plays, superstitious plays, jocular plays, didactic plays.

The character in this form is very limited. If the playwright introduces a large number of characters, it will not only spoil the characters but also the effect of the play. So also, the character is not developed fully. It only depicts the particular aspect and feature of the character in such a way that attracts the audiences.

The play is not only meant for acting but also for reading as well. The reader can know of the entire scene through the stage directions and can, to a great extent, appreciate the real spirit of the drama. The significant aspect of One Act Play is the stage directions which make the play perfectly clear to the reader. In addition, it imparts the ethical and moral values within the stipulated time without boring and preserving the time.

The Short Story

Now-a-days, short stories are the greatest approval form of literary composition. The immense popularity of this form is the result of many co-operating causes. Amidst the hurry and bustle of modern life, every one of us, whether an educated person or a layman may difficult to find time for reading the great classics and novels like Charles Dickens's "A Tale of Two Cities", Jane Austen's "Emma" etc. In order to enjoy the

pleasure of reading and passing away the time in an interesting way, today school and college curriculums design the syllabus to inculcate ethical values through the genre of short story; because, a great book is born out of the brain and the heart of its author.

The enormous development of journalism and the spread of English medium schools in nook and corner of rural areas paved the path for reading short stories to a large extend. The present day education system emphasis to enlarge the range of study in the interest of students and this enlarged range make possible their escape from narrowness of mind. Only then the student or the scholar can face the turmoil of life with a positive attitude and his view of life beseems a whole view, not a particular one. In future, such a type of knowledge possessed student and scholar attitude towards life would be freedom from fear, calm amidst chaos, moderate in action etc. These are the special fruits of short stories and it inculcates the basic requirements of life, which is the need of hour, that short stories can fetch in the modern educational system.

“The evolution of short story has something to do with the evaluation of the general reader”, says H.E.Bates. The adventurous novels of Swift’s “Gulliver’s Travels”, Carol’s “Alice Adventure in Wonderland”, Stevenson’s “Treasure Island”, though in large version, it has become Children Classics not because of its queer birds and beasts, desert islands, and invincible mountains but because of its compact and abridged edition, which is the refined form of short story. So also,

the detective stories of Conan Doyle, the psychological stories of Katherine Mansfield, the scientific fantasy of H.G.Wells, the social stories of Galsworthy are catering not only the needs of every student but also fulfils every individual desire in a different way. Because, the Originality in literature does not mean newness, it means genuineness.

Conclusion

Literature is an expression of life through the medium of language. It is difficult to make a survey of subjects and languages with which literature deals. We try to express ourselves in “form” that pleases us. This desire for form accounts for the evolution of various forms of literature. But, the above mentioned two literary forms of One-Act Play and Short-Story are the device in ELT that design the architect of all round development of an individual in all walks of life.

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MEMES IN LANGUAGE LEARNING

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Abstract

Modern language learners are finding it very difficult to acquire and use English language. It would be redundant and meaningless to find fault and reasons for this mass failure. Modern teachers have sort out new methodologies that would suit modern language learners. Contemporary students spend most of their 'valuable' time online in many social media. Why should not a teacher use social media as a tool in language? This question lays the basis of this paper. The researchers of this article further narrowed down their view to a basic tool 'meme'. This paper discuss about the usage of memes as a tool in language teaching and learning.

Introduction to Technological Learning

We live in a wonderful age, where technological advances open the doors that were previously closed to us. We have many more opportunities to converse with our comrades of foreign nations and tongues, than in any other time before. A language educator should be responsible for the planning, instruction, assessment, and facilitation of any language course, leveraging technology to support language learning. Technology can and should be used by language educators to enhance language instruction, practice, and assessment, as articulated in the World-Readiness Standards for Learning Languages. Through the purposeful use of technology:

- Students read, listen to, and view authentic, engaging, and timely materials from the target culture.
- Students practise interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.
- Students collaborate on presentational tasks with their peers or teacher, anytime, anywhere.
- Students work at their own pace as they access online content and/or utilize computer adaptive programs managed by their teacher.

- Students practise discrete skill through online games and applications.
- Students benefit from differentiated instruction where multiple applications can be used to assess students, assign varied tasks, track data, give real-time feedback, and manage classrooms and lessons.

The use of technology is not a goal in and of itself; rather technology is one tool that supports language learners as they use the target language in culturally appropriate ways to accomplish authentic tasks. Further, all language learning opportunities whether facilitated through technology or in a classroom setting, should be standards-based, instructor-designed, learner-centered, and aimed at developing proficiency in the target language through interactive, meaningful, and cognitively engaging learning experiences. The development of technology is best driven by the needs of the language learner, supporting the kinds of interactions our students need to become successful in their future career.

Hypothesis

Memes are the product of technological advancement. It could be used by a language teacher and learner, of the modern times, for achieving better language learning and usage.

Introduction to Memes

It is the famous zoologist and behavioral ecologist Richard Dawkins at Oxford University who used the term Memetics in his classic work *The Selfish Gene* (1976). He pointed out that meme is a cultural communication unit or a unit of imitation, then meme is taken as an information unit in the brain, which is a replicator existing in the mind. Meme can be imitated and copied from one brain to another one. But it is different from gene. Gene is a kind of unit transferring biological information, its model is the vertical transmission between generations, and it is passed straight. Meme is a kind of unit transferring cultural information, and its transmission model is both vertical and horizontal. Any information which can be copied and transferred through imitation, then it can be taken as meme. Meme is the core concept of memetics (Dawkins, 1976). Memetics has aroused great interest to scholars at home and abroad. Blackmore improves the view of Dawkins and he thinks that the essential basis to judge meme is imitation, and any information can be taken as meme if it can be copied through generalized imitation (Blackmore, 1999). Generally speaking, the core of meme is imitation. The language phenomenon which can be imitated, replicated and transferred can be taken as meme. The language itself is a kind of meme, and a carrier of memes. From the point of memetics, the process of learning language can be regarded as the process in which language memes are replicated and spread continually.

Everyone loves memes and enjoys sharing them on Facebook, Twitter or on Whatsapp while communicating with their friends and coworkers. But until recently, it never occurred to me to use a meme generator, a fun communication tool, in the classroom.

Modern language learners are reluctant users of language especially in a language classroom. They need motivation and the motivation should be their fort. Memes come in as a handy tool of encouragement for them to learn and use a language. The only word of caution would be that

a language teacher must be a tech savvy and should be fully aware of the ways of memes.

The following could be the classroom procedure for a teacher while using memes as a tool.

Creating Memes

The language teacher can suggest the students to use one of the many meme-creation tools available to make their original memes, and give them a handout with a few examples of English memes that had been published on the internet.

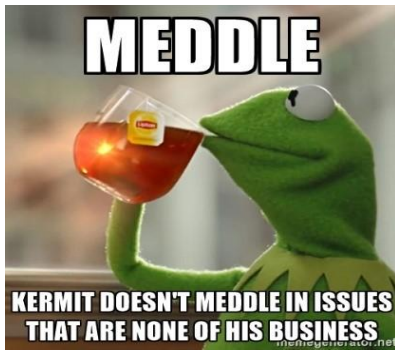
Most students already had meme-making apps on their phones, and some of them can find a few websites online to create their submissions. The students may be able to create these memes without any guidance from the teacher and they would have some conversation and planning among themselves which would make the language teacher happy.

Using Memes as a Tool

Make a meme for each rule and post them in the classroom or in a group. Ask students to create their own memes based on the rules and share the best ones with the class or post on the bulletin board.



Learn new vocabulary. Students can create memes to define or use new vocabulary. Display the word at the top, and place the definition or a sentence using the word below.



Identify the novel. Students can use memes to dramatize a point from a novel or short story they are studying. Teachers can break the class into groups and have each group create a meme from assigned chapters in a class novel.



Emphasize a historical event. Teachers and/or students can import an image into a meme-creation program and make their own meme with a witty subtitle.



Use as an ice breaker for the lesson. Teachers can create memes as a simple way to start the lesson with a laugh or ask the class to analyze the message. Students can also create memes as a way to review the material.

Conclusion

Apart from being a fun and novel way to get student engaged in content, these assignments can address the Creative Communicator standard, which expects students to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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MOBILE LEARNING IN THE POSTCOLONIAL ERA

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Introduction

In this computer era, technology, especially wireless electronic gadgets such as Mobile, Tab and Lap-top, plays a vital role in developing and acquiring a language. Its impact in learning a language is also incomparable. It gradually changes the learning style and the classroom environment around the globe. There is a drastic change in the pedagogy of teaching and learning a language. Learning a language apart from classroom environment makes the learners interesting. Outdoor learning provides better learning environment. The young learners of this age, Digital Natives, are very much close to the technical tools. Digital Natives search and find everything in google and from other websites by using android mobiles. Even today there are plenty of apps i.e. 'e-learning materials' which help the learners to enrich their language skills.

E-Learning Apps

E-Learning creates interest to youngsters. It provides guidance and there is no restriction for learning such as time limit, classroom boundaries, no rigid evaluation and either positive or negative remarks by the faculty. E-learning is user-friendly app. The students are to be adaptable and easy to customize to the local context. The objective of this paper is to introduce the available apps for learning English language particularly enhancing the basic four skills LSRW (Listening, Speaking, Reading and Writing).

One who knows to access the android mobile can use these kind of apps and improve one's

English language skills. The required thing is a good android mobile with enough storage space and internet facility. If one has the mentioned thing he/she can download those apps at free of cost through google play store.

Apps Which Help to Enhance Listening Skills:

English Pronunciation –

'<https://play.google.com/store/apps/details?id=com.study.english.pronunciation>'

English Listening –

'<https://play.google.com/store/apps/details?id=com.talkenglish.listening>'

Learn English Audio & Video (British Council) –

'<https://play.google.com/store/apps/details?id=com.bc.avm>

Apps Which help to Enhance Speaking Skills

English Speaking Practice –

'<https://play.google.com/store/apps/details?id=com.talkenglish.practice>

Learn To Speak English –

'<https://play.google.com/store/apps/details?id=talkenglish.com.standard>

English Conversation Practice –

'<https://play.google.com/store/apps/details?id=com.talkenglish.conversation>

Apps which help to enrich Reading Skills

Jolly Phonics Lesson –

'<https://play.google.com/store/apps/details?id=com.gilberjolly.teachphonics.teachers>

CVC Words to Help Kids Read –

'<https://play.google.com/store/apps/details?id=com.ellastrails.cvcwordstohelpkidsread>

Sight Words to Help Kids Read –

'<https://play.google.com/store/apps/details?id=com.ellastrails.sightwordsforpreschoolandkindergartentkids>

Apps which help to improve Writings Skills:

Cursive Writing –

'<https://play.google.com/store/apps/details?id=com.ursive.writing.abc.kids>

English Letter Writing–

'https://play.google.com/store/apps/details?id=com.mobdevs.english_letter_writing

Google Handwriting Input –

'<https://play.google.com/store/apps/details?id=com.google.android.apps.handwriting.ime>

Apps which Teach Grammar

Johnny Grammar Word Challenge –

'<https://play.google.com/store/apps/details?id=com.ubl.spellmaster>

English Grammar Book –

'<https://play.google.com/store/apps/details?id=com.talkenglish.grammar>

Hello English –

'<https://play.google.com/store/apps/details?id=com.CultureAlley.japanese.english>

Apps which help to Develop Vocabularies

English Vocabulary –

'<https://play.google.com/store/apps/details?id=com.talkenglish,englishvocab>

English Vocabulary Daily –

'<https://play.google.com/store/apps/details?id=com.awabe.englishvocabulary>

Learn English Vocabulary Daily –

'<https://play.google.com/store/apps/details?id=com.tflat.english.vocabulary>

Some Common Applications for ESL

Learn English with 10000 Videos –

'<https://play.google.com/store/apps/details?id=com.awabe.learnenglishvideo>

English Grammar Test –

'<https://play.google.com/store/apps/details?id=com.english.grammar.test.app>

Dictionary.com Flashcards –

'<https://play.google.com/store/apps/details?id=com.dictionary.flashcards&hl=en>

Learn English by Listening BBC 6 Minutes English –

'<https://play.google.com/store/apps/details?id=com.ibo.bbc.learn.english>

As it has been mentioned earlier that there are so many apps which help to develop one's english language. Here the above mentioned apps are the samples.

The Advantages of E-learning

- It provides exposure to the language even outside the classroom.
- It creates a positive learning environment with light music and readable quality text.
- Favourite text, videos can be stored.
- It makes learning interesting.
- It makes the learner to feel ease and comfort.
- It helps in integrating skills such LSRW.
- Courses are accessible on learners' schedule.
- As technology-enhanced learning is more student-centered, the learning systems that prepare the students for employability like divergent reasoning, problem solving and critical thinking are possibly achieved.
- No compulsion for submission of assignments.
- The memory-enhancing effect of pictures or visuals that are seen while using technology largely supports the learning and retention process.
- No need to pay extra money for learning a language.
- Free & Flexible time can be utilized for learning.
- Globalization class room can be formed.
- No need to carry so many books. Everything can be kept in a small SD card.

- Eventually, technology-enhanced learning doubles the space and pace of learning the language.
- It helps to enhance learners memory, linguistics, Focus and Attention and Visual processing.

Conclusion

As English is a universal language, its importance and value has expanded in the past decades. In the past, no productive, creative and constructive activity was given to the learners to develop the four language skills. The traditional method, slowly becomes a passive method of learning, gradually the educational institutions are becoming learner centered. With the changing needs of the hour, technology is developing day-by-day. In many institutions, smart class room has been introduced and some provides lap-top too.

Even the free Wi-Fi zone has been provided in many colleges. Thus the recent apps resources will help the learners to gain expertise and give confidence to become a successful digital world citizen.

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IMPORTANCE OF ENGLISH IN THE POSTCOLONIAL INDIA

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Abstract

English is the international common language. Good communicative skill in English helps in travelling all over the world. It helps a person achieve success in business, economy and political advancements. English plays a vital role in international affairs. In India, English is used even in internal affairs. As English is used in technological and scientific advancements English should be the medium of instruction in India. Moreover it helps in narrowing gap between geographical boundaries. As most of the websites are in English, it helps the students to learn in a better way.

Keywords: International language, travel, business, economy, science, medium, students.

Language is our primary source of communication. It's the medium through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

It was the British who first spread English around the globe through imperialism from the 1600s to the 1900s. As countries were colonized by the British, English became established as the language of education and government. In many cases, English served as a useful common language among populations with different native tongues. This factor contributed to the survival of English in many places long after the British were gone.

Since the 20th century, India has had a stronger influence on the globalization of English. India is not only a major economic power but also the source of many cultures and entertainment in movies, television, and on the internet. Consequently, knowing English gives non-native speakers access to a huge amount of content as well as a wealth of opportunities in the international marketplace.

It has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries. It is the language of Hollywood and the language of international banking and business. As such, it is a useful and even necessary language to know.

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

With good understanding and communication in English, one can travel around the globe since it is the international language. For foreigners, it is easy to get assistance and help in every part of world. Most of the travels booking sites have English as a booking option.

English skills also help one in any business venture one chooses to follow. In many offices, companies, governmental organizations, or even

math or engineering companies English is seen as an important aspect. Any hiring company its professional staff after getting to know whether the people it hires are good at English or not. Companies who want to function at an international level only consider their staff well educated if they are good English speakers, writers, and readers.

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which, in my opinion, is the most important arena where English is needed. Particularly, as a developing country, India needs to make use of this world-wide spoken language in order to prove its international power. This can merely be based on the efficiency English. Consequently, English should be the medium of instruction at universities in India for the following three reasons: finding a high-quality job, communicating with the international world, and accessing scientific sources in the student's major field.

In business life, the most important common language is obviously English. In addition to this, especially, high-quality jobs need good understanding ability and speaking in English. Therefore, companies can easily open out to other countries, and these companies generally employ graduates whose English is fluent and orderly. For example, the student who is graduated from a university who takes English as a major language will find a better or high-quality job than other students who don't know English adequately. In other words, the student who knows English is able to be more efficient in his job because he can use the information from foreign sources and web sites. He can prepare his assignments and tasks with the help of these information. Therefore, undoubtedly, his managers would like his effort or prepared projects. In addition, many high-quality jobs are related with international communication

and world-wide data sharing. University graduates who are in a international company and business are needed to communicate with foreign workers. For instance, if their managers want them to share the company's data, they are expected to know English. Moreover, they will even have to go business trip for their company. Absolutely, all of these depend on speaking English; as a result, new graduates have to know English in order to get a high-quality job, and the others, who don't know English, may have lack of communication and be paid less money.

The abolition of English will adversely affect the office work. Most office-goers know English, but many of them do not know other languages besides their mother-tongue or regional language. Thus, they communicate with each other in English for their everyday work. So, if the office-goers are asked to bid goodbye to the English language, they will face a great difficulty.

Most of the international transactions of recent times were concluded in English. The language has contributed significantly in narrowing the gap between the geographical boundaries. The benefits of learning English can be seen in the economic, social and political life of the people of the country. India has undertaken the gigantic task of rapidly developing its economy, and becoming a powerful country. To fulfill this, people must have up-to-date knowledge of the different branches of science. Without expert technicians, mechanics and engineers much progress is not possible. They are required in increasing numbers.

Besides this, a growing nation has also to guard her against various internal dangers. Under such conditions, the selection of language to be studied by the youth of the country becomes very significant. English is the store-house of scientific knowledge. Hence, its study is of great importance for a developing country like India.

The communication of India with other countries takes place in English language. For a developing country like India, it is essential to be in constant intercourse with other countries.

India's foreign policy is the focus of attention of all the countries of the world. The whole of the world expects to quench its thirst for peace with this policy. India wants to be friendly with all countries. She has to explain and convince others that her point of views is correct. This cannot be done without an effective medium for the exchange of ideas. English provides us with such a medium. This is the language which enjoys the status of an International language. In the U.N.O., the discussions are carried on in this language. In fact, the majority of the countries of the world conduct their business in this tongue. If India wants to play her role in international matters effectively, her people must study English.

English is an important language for inter-state communications. Modern India has many large States. People of each State converse in their own language and often cannot speak or understand the regional language of other people. In such cases, English becomes the link between these people. So, here too we cannot deny the importance of English in modern India. India is a country in which people living in different parts have their own languages. The regional languages are quite different from one another. The leaders and the administrators of the country cannot remain in contact with all these regions without a common language. It is not possible for everyone to know ten or fourteen languages. We do not have any common language at present, except English.

During the English rule, all tried to learn this language. We can feel at home in any corner of the country, if we know this language. English is the language best suited for maintaining internal unity. If we want to crush the provincial, communal and separatist tendencies of our people, we must continue to study it. English is the most important means of national integration with terrorism raising its, ugly head in different parts of the country. We must study English or perish.

Major technological and scientific advancements have been written in English language. This is the age of science. The world is

changing at a terrific speed. This is all due to the scientific and technological progress which the other countries have made. If we want to keep pace with these fast moving countries, scientific and technological research must be made in our own land. We can advance only through knowledge of these subjects. Ultimately, we have to depend upon English. To produce first rate scientists and technicians, English must be taught to our people as good and useful books on these subjects are available in this language only.

The importance of English in education and student's life cannot be denied. English remains a major medium of instruction in schools. There are large number of books that are written in English language. If English is abolished today, it will affect the education system in India. So, unless and until we translate these books into various regional languages, it will affect education. But this work is very hard and time-consuming indeed. For proper mental development it is essential that we study the best literature. If we want to shed the feeling of false superiority and to broaden our minds, we must be ever-ready to take the best from others. Now, the literatures of other countries and of our own different languages can be easily obtained in English. In our own languages, modern up-to-date literature is not available. This makes it essential that our young men continue to learn English. Moreover, many a young men go to foreign countries for advanced studies. They need good knowledge of English. Its importance for such scholars is indeed very great. Students who want to go abroad for education will have learn to English well. If their command over English is poor, then they may face difficulty in adjusting with the alien environment.

The advantage of the knowledge of English in education is that it facilitates accessing information. The students have to do some projects or homeworks which are related with their field during the university education. In these projects or homeworks, they have to find some information which is connected with their subject. They find sources from English web sites and

books, but they have to replace these data to their projects. During these process, if they know English, they will not come across with any difficulty, but if they don't know, even they may not use these data. As a result, the student who knows English will be more successful at his/her project. For this reason, to obstruct possible inequity between students, management of universities should accept English as a second language in order to provide accessing information to the students. In short, university students need to know English to access information.

The number of English speakers around the world has been on the rise for many years, with the current number approaching 2 billion, according to some estimates. The fact that so many people now use English as either a first or second language indicates that English is likely to remain a globally dominant language for many years to come. This is the importance of English.

English must be studied as an important foreign language. It must also continue to be the medium of instruction, at least in science and technology, and in other subjects also in higher classes. At the same time, our regional languages should not be ignored. The use of English should be continued along with Hindi and other regional languages. There are some absolute advantages of regional languages over English no doubt, but in spite of that there is the need and importance English language in our life.

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IMPARTING VALUES IN TEACHING ENGLISH LANGUAGE

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Abstract

The aim of education is not only to develop students professionally and academically, but also humanly since they live in a deeply divided society which suffers also from increasing violence either at the institution or in the street. The teaching needs to be designed to promote values that help pupils grow intellectually, morally and emotionally which eventually helps in creating a productive, healthy and peaceful society. Literature offers a wealth of ennobling human experiences that a serious engagement with such texts can leave a lasting impression and in rare cases impact a behavioral change in students. The four pillars of education that need to be focused: Learning to know, learning to do, learning to be and learning to live together. The question therefore is not what else can be done to impart a holistic education but how well the existing curriculum can be used to realise the objectives of a meaningful education. This paper aims to devise the various possibilities of carrying out teaching with integrating human values which are the need of the hour.

Keywords: values, behavior, skills, habits, attitude, productive, exposure, experience.

“The aim of education,” in the words of William S. Burroughs, “is the knowledge, not of facts, but of values.” Education widens one’s horizons; it is not restricted within narrow confines of a syllabus. A dynamic teacher often looks for possibilities of going the extra mile.

Learning is a process, but making this process interesting, is a challenge. If the teaching pattern is adopted in such a way that it offers more than plain lessons on the subject, one can be successful in making learning pleasurable.

On the significance of values in an organization, it is observed that values enable us to guide our behavior for self-fulfillment. They are the fundamental beliefs a person possesses to be able to decide what is preferable for him/her to attain inner happiness. Values are related to human needs and represent the aspirations, dreams and ideals of individuals and groups of people with common goals. Values are important for what they stand for and not for what others think of them. Values lay the foundation for community co-existence and relations with others. They regulate our behavior for collective well-being.

Value education encompasses inculcation of appropriate behavior and habits, respect for others, honesty, hard work, sincerity, truthfulness,

non-violence, gratitude, sense of duty and responsibility, fostering positive relationships, developing a sense of human brotherhood, of making moral judgments based on sound reasoning and so on. G. Rodriguez and Jose L. Rodriguez point out: “As a global society continues to expand, we have the choice to co-create a better future for our children by ensuring equity, access and excellence in education as core values that will help transform our world. That choice allows us to become all that we can be as people, through the celebration of our diversity of language, history and culture.”

At this crucial juncture, the role of the teachers is remarkable in shaping the characters and modifying the behavior pattern of the students, with creative and innovative pedagogical paradigms. Only the teachers can mould the moral values unleashing the latent talents and the enormous power within!

Every act in every field has its own requirements for accomplishment. As the promoters of communication skills, we always talk about the four basic skills needed to develop the communication skills among students - Listening, Speaking, Reading and Writing in short called as LSRW skills.

First let us see how by the way of acquiring Listening and Speaking skills certain values get inculcated in the minds of the students. When an audio is played or a group discussion happens in the class, students listen. Such activities not only require the ability to listen but also develop a cooperative and an open-minded attitude, the self-discipline not to interrupt or change the subject, the capacity to understand what is spoken and to quickly decide what should or should not be said. More values like tolerance, honesty, humility and patience that are needed to gain the confidence of the listener are cultivated. Without these elements, speaking one's thoughts has minimal effect and can be counter-productive.

Next let us see how by way of acquiring Reading and Writing skills, certain values get infused in the minds of the students. The simple act of writing depends on not only the physical skill of forming letters and words but also on the attitude of the writer towards the act of writing, the subject matter and the readership. The effectiveness of the content depends on the writer's understanding of the subject, the decision to communicate and the usage of appropriate words. The physical values such as cleanliness and orderliness determine the neatness of the writing and sequence of thoughts. The social values determine how tactfully the writer communicates his/her message. The psychological values such as patience, honesty and humility determine the relationship between the author and the reader. Without the necessary attitude, understanding, decisiveness and values, the act of writing has minimal effect.

So when the language skills are taught not only are the skills passed on but also the values needed for the enhancement of life are embedded in the minds of the students and thus the values are taught indirectly.

Grammatical competence is necessary and our learners should be able to produce grammatically acceptable sentences. We may complement this ability by giving them activities

and practice which contain values content. This can be done with many grammatical categories.

English language teaching can be enriched with communication activities such as group discussions, role plays, debates, elocution, public speaking, etc and they can help in teaching how to communicate with the virtues of openness and humanity in real life. As a part of these activities role plays can be performed in which the facilitators can give real life situations to the students, to have a conversation with a little act. While performing, the students would learn the right way of speaking with the correct tone and pitch. In case, the students are rude or are not behaving themselves in the situation given for the role play, the facilitators can check them there and then and inculcate certain values related to the situation. Students learn virtues like co-operation, respect for others, honesty, sincerity, compassion and many more through communication activities. In rhetorical activities, especially debate, one can teach respect for facts, the presumption of innocence until proven guilty, the avoidance of distorting truth, the rules of evidence on which to convict a person, the ill effects of scandal mongering and distortion through transmission, and critical thinking in general.

Learning English language assists in developing intercultural understanding. It is not only a means of improved communication, but also plays a role in promoting global understanding and respect cultural diversity. When students inculcate morals and values through English language learning, it also enhances their language acquisition skills. Value education and English language acquisition may go hand in hand if one keeps in mind the following strategies:

1. Students should be asked to write the various stories that they have read from a different perspective, bringing out maximum morals and values in them.

2. Students should be asked to write reports on the events that they have experienced and put forth their analytical views of how better morals or

values could have been imparted through the particular incident.

3. Facilitators should challenge the young minds to think on controversial topics and see how well they can maintain their values, when they voice their opinion.

4. Students should be told to analyse historical or current issues, which require moral correction and facilitators should evaluate their views.

5. The job of the facilitators is to gauge the understanding and attitudes of the students when they present their ideas through oral skills.

6. Students should recognize culture and develop respect towards cultural diversity and learn to empathise with others.

7. Facilitators should arrange debates, discussions and brainstorming in order to reflect on intercultural experiences where students learn to be a responsible citizen with all moral values and lead their country to success. Hence, with an activity based teaching, language acquisition and value education can be both taught with ease and learnt with interest.

Values in education include many aspects: classroom content, management, methodology and assessment. Value education and English language acquisition can go hand in hand. Values may sometimes be seen as subjective, but largely they are not. In a class of students from different nationalities and cultural backgrounds, the values we integrate into our instruction have to be appreciated as being universally acceptable. Where there are learners from a single identifiable group, we may include values associated with the target group. The inclusion of values through teaching of the English language and other languages is seen as akin to holistic education

which emphasizes cultivating the emotional, moral and spiritual dimensions of the learners. It must be emphasized that the values introduced are not in isolation or values per se, but rather as part of the curriculum alongside prescribed texts. Materials containing values may be used as complementary materials, or if necessary new suitable value-laden materials may be developed to cater for specific target groups. The language examples we give in addition to those in the textbooks may more frequently be associated with ethical, moral and spiritual values which are often universal in nature. If an institution aspires to come up with its own materials, it may, of course, give more prominence to values, as it seems fit, alongside topics of general interest.

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CHALLENGES OF TEACHING ENGLISH IN RURAL ENVIRONMENT

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English is universally renowned for its power of expression. It is the most effective medium for expressing even the most abstract and subtle thoughts and ideas. It enjoys this uniqueness because of its capacity to absorb words and expressions of other languages of the world. Of all the languages of the world today English observes to be regarded as a world language. English has been included in school curriculum as second language or as a language for practical utility. But there are certain problems in teaching English especially to the students in rural environment which need to be resolved carefully.

Classroom conditions in rural areas are not comfortable for the learners. These conditions include the number of students in a class, the physical arrangements for the class, teaching materials such as chalk, black – board, teaching aids, library etc., For teaching a second language, a class of about forty students becomes unmanageable and no individual attention can be paid to students. The availability of right type of teaching materials and audio – visual aids are essential to make the teaching effective in rural milieu.

Another important barrier in teaching English is lack of good English teachers. The teacher does not bother about the aims and objectives of teaching English. He teaches the lessons only with the aim of completing the given syllabus. Most of the pupils learn the lessons to get a pass. So the aim of teaching English becomes purposeless. Many teachers in schools who are teaching English neither have enough knowledge nor familiar with latest developments in English. Their knowledge of English is inadequate and their

pronunciation is faulty. Thus the prime objective of teaching English is not conveyed in the classrooms. It is unrealistic to expect a teacher who himself has difficulty in speaking the language he teaches can attain success in making his students to get mastery over the language.

The teachers in schools are not familiar with the new approaches. They are still using the old faulty translation – cum – Grammar method of teaching and they do not know the right method of teaching grammar and composition. It should be realized that more emphasis on teaching grammar does not help in developing the four basic skills of the language learning. Such type of teaching must be abolished and teachers must try to enable the students to speak, read and write perfectly.

Our education system is not nationalized and there is no single syllabus for the whole country. The variation in syllabus results variation in achievement. The uniform syllabus with clearly stated objectives from the level at which English begins to the level where English is to be the compulsory subject in curriculum. Books must be prescribed with relevance to fulfill the needs of the pupils at that stage. Some of the topics, which are in the syllabus, do not give any practical knowledge to the students. Whatever the students learn from their books they do not use it in their day-to-day life. Thus the oral work is very much neglected and the students read the text only to pass in the examination. It is a major drawback that the necessary materials like charts, albums, records and tapes do not accompany the textbooks.

No attempt has been made to realize the real aims of teaching English through assessment. The Examination in English puts a lot of emphasis on rote learning rather than language mastery. There is no examination in spoken English and more importance has been given to written English. Though they know to read and write English, they do not achieve the skill in spoken English. The teachers still cling to the old method of examination.

Our evaluation procedure does not measure the four basic skills of language. The marks awarded to the students do not entirely indicate the level of achievement of the students. The traditional evaluation process only measures the knowledge aspect of the child and do not measure his skill. The teachers do not properly correct the exercises in the books due to various reasons. To overcome this problem all the exercises worked out by the student should be corrected thoroughly and mistakes must be pointed out.

To eradicate the problem which arises among our people about the teaching of English, following suggestions are worth considering for improving the conditions of teaching English in rural schools in India.

A crash programme for teachers is necessary in which new techniques of teaching English must be introduced. Suitable text-books must be written by experts and each text – book should be accompanied by supplementary readers, teacher's handbook, students' work book and relevant audio-visuals aids like charts, flash cards, slides, albums, tape etc., All these things are to be prepared to suit the students belong to rural area.

The evaluation in English should be modified with the new techniques of teaching and learning. Emphasis is to be laid on the testing of oral work and pronunciation. Questions based on the texts must be prepared to test speaking ability and reading comprehension. A variety of questions

should be asked to test the knowledge of vocabulary, use of forms and tenses etc.,

Learning Language is essentially a habitual process in which one can acquire new habits. The following habits must be inculcated among the students such as habit of reading story books, newspapers, journals, magazines and so on, referring a dictionary, using words in their proper context, using grammar correctly, speaking with proper intonation and accent etc.,

Motivation to learn a language occupies an important role in learning a language. Incentive techniques such as praise, prize, rewards, complements etc are given to the students for motivation.

The four skills namely listening, speaking, reading and writing must be taught in a specific order. According to Palmer, "It simply means that all items in the whole range of the subject and aspects must receive an appropriate degree of attention so that the students' knowledge of them may ultimately form a harmonious whole". So no single skill should be over emphasized or neglected.

From the above it may be easily concluded that English plays an important role in our national life. English is more important today than it used to be before. Thus, a careful analysis of the above factors presents the present scenario of teaching English in India especially in the rural milieu.

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