



National Seminar on

*Trends and Challenges in
English Language Education*



PREFACE

English Department of Sindhi College of Commerce, in order to promote research and disseminate research findings in the field of English language Education has been organising National Seminars in the campus. In this direction, in order to share the field experiences and to promote discussion on the issues related to ELT, the college organized a National Seminar on March 11th, 2015.

The theme ‘Trends and Challenges in English Language Education”, has been chosen, keeping in mind the recent developments and paradigm shifts in teaching of English to second language learners. Further to facilitate focussed approach in the field of English Language education, the sub themes are identified.

This ISBN edited book is a compilation of the selected papers presented in the seminar.

The papers would facilitate a better understanding and provide an overview of the seminar.

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Principal speaks

Sindhi College of Commerce hosted a National Seminar on 11th March, 2015, on the topic ‘Trends and Challenges in English Language Education’. There was a remarkable response. Research scholars, Participants and students in and around the city made their way to contribute their knowledge and also to gain new insights regarding the current methodologies and strategies in teaching and learning of English language. The deliberations were meaningful and raised several questions and sincere attempts were made by the presenters to arrive at practical solutions.

This ISBN edited book is a reflection on the research papers presented by the scholars after thorough investigation and research. Research papers selected by the selection committee are published in this book.

The college would take pride in organising such seminars every year. I appeal to the research fraternity to avail the opportunity and augment the world of knowledge by contributing novel ideas in the chosen field.

Best wishes

Dr. Prakash B. Nayak
Principal and Seminar Chairman



Keynotes speaker's Address

The theme of the seminar, “Trends and challenges in English Language education” is as relevant today, as ever before. To make an inventory of the different trends of language education that reigned in our country in a diachronic perspective would only amount to an intellectual cavalcade.

I do not dispute the significance of innovative contributions and ideas made by great educationists like Gouin and Berlitz, or Stephen Krashen, and Georgi Lozanov. I do not intend to undermine the classical methods like the Grammar-translation methods, and the direct methods or the audio-lingual methods. They have all had their scintillating innings in the pages of ELT history.

But my grouse is more basic and fundamental. All these ELT experiments performed, or the implementation of their innovative outcomes, cater to a thin minority of students in urban and metropolitan cities. Most of us try to find solace in the ivory towers of impracticable or less practicable methods and trends ignoring the un-reachable, un-teachable, larger majority of the rural India.

There could be a gamut of wonderful ICT gadgets that make the instruments smarter and the teachers dumber. A more effective teaching is possible even today with just the chalk and a talk method. All we lack is the band of dedicated sincere and knowledgeable teachers who make all the difference. It is an alarmingly grave situation that we see today from the Kindergarten to Post Graduation levels and beyond. The supplement gadgets of technology are only a means to an end and not an end in itself. The user of the technology must be knowledgeable to use them effectively.

The candidates opt the teaching profession as a last resort after they are rejected by the administrative exam boards. Several non academic factors fetch them jobs at the cost of the students' future. The lack of competence in the teacher is a more serious challenge today, than the learning abilities of the student.

The poor innocent students are always victimized for their deplorable performances in the exams. A sincere introspection by the teachers is the need of the hour and the inadequate candidates must either try to orient themselves for improvement or quit the profession and choose a socially less damaging profession. Monitoring the quality of the candidate to be recruited for teaching post at the public and private sectors, is a very challenging task .

I hope the paper presenters of this conference have made substantially significant research before writing their papers, and I also hope that there shall be enough enlightening stuff for all the participants to take home and class rooms.

Thank you.

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English for Specific Purposes English for Business Management

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A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by the word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures and signs. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

Generally, Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers and about 800 million foreign users. It is the leading language of science, technology, computers and commerce and a

major medium of education, publishing and international negotiation. For this reason, scholars frequently refer to its latest phase as World English.

England began to develop overseas colonies as early as the 12th century in Ireland and soon expanded to the New World in the Americas, creating English-speaking colonies in what would eventually become the United States and Canada. Other key colonies in the British Empire included various parts of India, the African continent, such as South Africa, the Middle East, Australia and Hong Kong. English was the unifying language in many of these areas and soon became the language of shipping, travel and commerce.

There are 27 member states in the European Union and 54 in the Commonwealth of Nations. English is one of the main official languages in the European Union through which all business is conducted. The Commonwealth is comprised of 52 nations which were formerly British colonies. English is the main language for all business transacted by the Commonwealth, which promotes free trade amongst its member states.

The English language first spread as the result of colonial expansion and has become the standard for all important official communications in an increasingly large number of countries with a wide

variety of native languages. English has emerged as the global language of trade and commerce in the past few decades, affecting many key aspects of business in the modern world. In the modern world, thanks to the Internet, English continues to spread as the major medium through which both small businesses and large corporations do business.

English is a global language for doing business. In some industries, such as the airline and shipping industries, English is the official standard language. Therefore, an excellent command of English is required for key jobs. In addition, English has emerged as a major language for finance and the stock markets around the world. People wishing to do business globally need to have a good command of spoken English. The ability to clearly write in English is also a key factor.

Around the world, there is an estimated 1 billion people learning English. Many factors point to the reason why learning English has seen exponential growth in recent years, but it all boils down to the English language being the “global language” of business, politics, international relations, culture and entertainment for so many countries worldwide. This is just an understatement as in fact, while English is not an official language in many countries worldwide, it is the language most often taught as a foreign or second language.

Globalization and the exportation of information and entertainment helped English to become the language of business. In the rapidly globalizing post-World War II world, English speaking countries dictated a great deal of world politics and world business. English is the most common language for the communication of a

variety of information, including academic and scientific use. Many organizations use English as the official language of communication. Popular business resources are published originally in English. English is the official language of more than 70 countries and English is taught in schools around the world. Knowing English opens new business doors, the chance to landing in jobs in which English fluency is required and communicating clearly with contacts and potential clients.

Business English refers to English language used in international trade or business. It is a specialized area of English language learning and teaching because it is largely attributed to non-native English speakers who study the subject to enhance their chances of doing business with companies from English speaking countries. Business English can refer to the study of business English vocabulary used in the fields of trade, business, finance or international relations, techniques of business presentations, negotiations, correspondence, writing and other skills needed for business communications. Vocabulary and communication skills work together to achieve a common goal, that is to develop or enhance both written and verbal English skills for business or career advancement purposes.

Communication skills, interpersonal skills, business communication, group discussion, personality development, presentation skills, accent correction and personal skill enhancement are some of the main targets of Business English Communication.

In some industries, a knowledge of business terminology in English is critical for entry into and the success of a business.

The staff need to have an understanding and command of detailed vocabulary dealing with specific concepts in order to be able to communicate effectively with other professionals in the specialized businesses requiring an indepth knowledge of English in the fields of computing, engineering, science, technology, medicine and law. English has emerged as one of the major languages for doing business on the Internet. A website written in English can attract many customers and enable even small business owners in remote villages to sell items to people around the world. Well-written product and service descriptions in English are key for attracting new customers and keeping them up to date on any new product offerings.

The rapid growth in technology for global communications notwithstanding, there are still many companies and individual professionals who fail in their quest for business or professional success. Often, the failure primarily lies on one of the most basic foundations of making business relations - the language spoken. Undoubtedly, the English language is the global language for business and having a good command of English will definitely give, one who is eyeing globally competitive business or career, a clear edge. Any communications problem, whether personal or business, translates to losses, zero result in negotiations, incompetence for global business or will just simply leave one ill-equipped to carry out international business. Negotiating in poor English casts doubt for the client on the competence and professionalism of a company. The lack of language skills may also impact the precision in communicating all of the essential information. Companies with a strategic approach to multilingual

communication can boost their export sales more than compared to competitors. In the fast-paced global economy, foreign language strategies are an essential part of every company's growth.

Going down on a more personal level of career success, having the right Business English communication skills will surely equip one with a liberating confidence and ability to express in the English language. It will surely be an advantage in interviews, thus giving more opportunities to widen career prospects. Having the confidence and ability to speak Business English is one way of enhancing the potential for earning by making one stand out for career advancement or promotions. Studies show a steady growth in the number of companies worldwide requiring employees who have multilingual, if not at least bilingual, skills.

While English is not the most widely spoken language in the world when looked at it in terms of the number of native speakers, it is the world's most prominent language. While a larger number of people speak Chinese, that language is largely confined to China. English on the other hand, is spoken around the world. It has been estimated that out of the roughly six billion people today, about 350 million speak English. Looking at the importance of English for International Business, we must look at more than just the number of people who speak it and must also look at what the language is used for.

English is the ideal language for many governments around the world and it is also prominent in business, education, world news, and communication. In many places such as Asia, Africa, and South America, the ability to learn English now determines who will increase their living standards

and who will remain in poverty. There are a number of powerful tools that have allowed more people to learn English than ever before.

Research shows that 80% of the amount of Internet web content is in the English language and that content relating to business written in the English language largely comprises this figure. Having a good grasp of business information, data and terminology in the English language is very important to have a good understanding of the wealth of business information available on the Internet.

The historical circumstances of India (having been ruled by the British for over two centuries) have given the Indians an easy access to mastering English language and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and comparative literatures during the last few years. Over the years, English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language.

English language comes to our aid in our commercial transactions throughout the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce. It has become increasingly essential for interstate commerce and communication. English language is one tool to establish our viewpoint. We can learn from others' experience. We can check the theories of foreigners against our

experience. We can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers. We can make use of English to promote our worldview and spiritual heritage throughout the globe.

Swami Vivekananda established the greatness of Indian view of religion at the world conference of religions in Chicago in 1893. He addressed the gathering in impressive English. Many spiritual gurus have since converted thousands of English people to our spirituality by expressing their thought and ideas in masterful English. English has thus become an effective means of promoting Indian view of life and strengthening our cultural identity in the world. English education is mandatory for a better future. Being well-versed in the language not only builds one's persona, but also adds to the confidence quotient.

Many companies have discovered early in the 21st century that they can cut their costs of production by sending their jobs overseas. The proper term for this is outsourcing or off shoring. Some companies have also found that they can cut costs by bringing immigrants into the country on work visas. The employees will work for the company for a given period of time, and once their visa has expired, they can return home. For someone living in a country where English is not the native language, they will need to master this language if they wish to travel to the United States to find a high paying job. While many people in English speaking countries complain about the impact of outsourcing, it presents lucrative opportunities for people living in foreign countries. It is very obvious that learning how to speak English opened up

a large number of doors, doors that would normally be closed.

There are a number of reasons why International English has become so important in the 21st century. Perhaps one of the most important is globalization and outsourcing. Since many of the world's most powerful corporations are based in countries such as the United States and Great Britain, there is a high demand for people in foreign countries who can speak English. Because English is a prominent language in countries such as India, many transnational corporations have chosen the country for outsourcing. The adoption of English has made India an attractive location for the Fortune 500 companies.

Many people in India and China realize that there are lucrative career opportunities available if they are able to learn English. This is why the language has become so

important. While people in the United States often take the English language for granted, those living in India, China and many South East Asian countries know that learning the language can open up a large number of career opportunities. In addition, many people in South America and Africa are learning the language as well.

So, finally it can be said that excelling in the English language in all its aspect is the most important single task of every aspiring citizen of the world and Business English is a bridge across all the nations of the world with the mastery of which one can travel, conduct business or make an exemplary career in any part of the world with ease and comfort and keep abreast with the perpetually changing scenario in the world of communication and technology and bring name, fame and fortune to one's motherland.

Teaching English Language Through Class-Room Activities

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Introduction to language

“Man’s greatest achievement and the sign that distinguishes him from the great ape is Language.” He has rightly been called as “a talking animal”. Language makes possible the communication of meanings and the sharing of experiences among the people, enabling them to form an enduring society and to create and transmit a distinctive culture.”

What is Language?

The English word ‘Language’ seems to have been derived from the Latin word ‘lingua’, which implies ‘tongue’. Language is a specific form of speech. People use language to express their experience. Language is ever-changing. “Language most shows a man, speak that I may see thee.” - Ben Johnson.

Origin of English:

English is a West Germanic language that originated from the Anglo-Frisian dialects and was brought to Britain by Germanic invaders or settlers from what is now called north west Germany and the Netherlands. It uses a vocabulary unlike other European languages of the same era. A large portion of the modern English vocabulary came from the Anglo-Norman languages. English is considered a “borrowed” language.

English is divided into several historical forms. Each historical form of English had certain characteristics that distinguish it from the forms of English that came before and after it. The Old English period was from the mid-5th century to the mid-11th century, the Middle English period from the late 11th century to the late 15th century, the Early Modern English period from the late 15th century to the late 17th century, and the Modern English period from the late 17th century to the present.

Importance of English

It is true to say that English has become one of the major languages of the world. It’s through English that we have shared the wisdom of the west and that the west has shared with us our intellectual and spiritual heritage. Through English there has been a give and take of John Stuart, Lincoln, Ruskin and our prodigies like Ramanujam, Raman and Bose have got recognition.

In India, English is only a second language in most states, after Hindi or the regional language; but it also shares the status of the official national language with Hindi, and hence is the language of state, administration and the law courts.

The chief importance of English in India - as in other non-English speaking nations - is its global currency; as the language of

technology and inter-national commerce it serves as an important communication link

Why is it essential for a learner to learn English?

Learning English has usually been a debate since times immemorial. However, one must understand that, it's only through English that India has a link within the country as well as outside the country (i.e. with other countries).

The purpose of learning English and its importance must be properly communicated to the student so that there are no mind blocks or any obstacles in accepting the language. Once this goal is attained, then it becomes simpler to teach English effectively.

The learner must be made aware of the advantages of learning English.

English an International language:

Teaching of English a second language in India has assured an important place. Now, English is one of the most widely used International languages.

English plays a key role in our educational system and national life. 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."

English is the language that is found in all corners of India. English is the language of the global village. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for communicating.

Learning English as a Language:

Education systems around the world give special attention to teaching of English. The main aims of teaching English are language development and library development. It enables students to understand spoken English, speak English, read English and write perfect.

Learning English should cover the four basic language skills:

- Listening
- Speaking
- Reading
- Writing

When a learner can achieve the above mentioned skill sets, then we can consider the learner to have a better command on the language.

Principles of language learning and teaching:

Importance of habit formation: Learning a language is an art and not a science. The basis of art is practice. The same is true with the learning of language.

Proper practice sessions can be conducted in classrooms where the learner gets sufficient practice on new words; new concepts and can thereby become independent in using the things learnt. E.g.: if a new concept of grammar is being taught then it is essential that the learner is given sufficient exercises to be worked out and should be thorough with the required concept.

The learner can be made to repeat words in order to enhance pronunciation and also to be comfortable in using the word.

Development of language skills:

Listening and Speaking: Learning a language is nothing but the development of certain skills. A skill may be acquired at by making efforts. In case of mother tongue, listening and speaking skills are developed at home.

Class- room activities that can be used to improve listening skills and speaking skills:

CD's, audio tapes etc: In a classroom in order to improve the learner's ability in listening, we can use CD /audio tapes and get them to listen to the voice or content and then suitable questions can be framed based on them.

Games: Games such as Chinese whisper or similar ones may be used to improve the listening skills of the learner.

Story narration: Stories can be narrated and the learner can be quizzed on the same to find out the listening ability.

Instruction based: students can be instructed and asked to follow the teacher's instruction and perform the activity accordingly (some examples of instruction based activities- drawing a picture with instructions, or writing a poem with set rules, trying to figure out the key work in a sentence etc.,)

Question and answer sessions: this can be an interactive session for both the teacher and the learner. The teacher can also ask the students to ask one another questions.

Role Plays: there may be role play between two or three or more students. They may be asked to play role of somebody. The dialogue may be between people such as doctor- patient, or teacher -student and so on.

By showing a pictures or a chart: The teacher can show a picture or chart in the class and the learner is asked to speak about it. Thus, they get a lot of listening and speaking practice.

By showing a film: The learners a shown a film clipping and can be asked to speak, this activity also enhances their listening and speaking skills.

By giving an outline of a story: the teacher gives an out line and the learner is asked to speak a few sentences.

Debates: Debates are an excellent source of activity to enhance the listening and speaking skills.

Just-a-minute: encourages learner to think on their feet and speak.

Group discussions: widens their views on aspects as well as enhances their listening and speaking ability.

Puzzles: puzzles or pictures may be given and questions based on them could be asked.

Right pronunciation: this method is excellent in helping the learner to get rid of the mother tongue interference. (pronouncing the words with the right stress and intonation).

Class- room activities that can be used to improve Reading Skills:

Bacon said, "Reading make a full man, writing an exact man."

Reading Should be encouraged in all group of learners.

Basic activities to enhance reading:-

Reading of News papers, magazines, menus, sign boards, library, story books,

vocabulary building activities should be encouraged. Reading activities enhances fluency of language.

Read and do games: The teacher can write a number of sentences about an action on the black board and numbers them. Then the learner can be allotted a number and when the number is called, the learner has to read the sentence silently and does the action.

Types of reading:-

Reading aloud: Reading aloud helps in developing qualities such as good pronunciation, fluency in speech, the knowledge of the learner can be assessed by the learner. Good eye and ear co-ordination is developed which is an essential in reading.

Silent Reading: Silent Reading is more widely found once the subject is mastered. Silent reading enhances to read with proper emotions and it is easily understandable.

The teacher can pose questions to the learners to check their knowledge on silent reading.

Class- room activities that can be used to improve Writing Skills:

Writing skills: Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer. Teaching how to write involves manual skill- the skill of controlling the small muscles of the fingers and the wrist and securing co-ordination of the hand and the eye. Secondly, it involves doing various exercises in written work.

Writing activities:

Letters/Emails: Etiquettes with respect to letter and email writing can be taught.

Dictations: It's a good form to encourage learning of new words and spell them correctly.

Dialogues: situations can be given to the learners and they can be asked to build dialogues based on them.

Stories, essays, poetry: Letting the learners write stories, essays or poetry sharpens their creativity and helps them think beyond and express themselves freely.

Improves handwriting: Writing helps the learner improve their handwriting. Writing neatly should be encouraged.

Punctuation: proper guidance about usage of punctuation should be provided. The learner should be made aware of the implications of incorrectly placing punctuation marks.

Translation: learners can be encouraged to translate passages or sentences from other language to English.

Error correction: The teacher can provide the learner with an incorrect passage and ask the learner to make necessary corrections. (Grammar can be checked, sentence formation etc can be looked at.)

Usage of dictionary: Usage of dictionary should be taught so as to enable the learner to learn the pronunciation, spelling, meaning and usage of the word.

Conclusion: when all the above aspects are equally given importance, it's only then possible to say that the learner has been successful in learning the language of

English. The progress of the learner has to periodically checked in order to help the learner learn better. Exams and tests are one such way to check their progress. However, motivation, patience and determination from the teacher will help the learner do better. An individual record of the learner can be maintained.

Use of Technology in Language Teaching

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Technology aims at bringing significant improvements in the society. Technology has engulfed all spheres of our life including education- learning teaching process. When it was introduced to education ,the debate was whether it would leave a positive impact on learning teaching process or will we be too reliable and dependent and habitual on technology. But today, technology has been welcomed and embraced by educational institutions and it is proved that the ever advancing technology with its pros and cons is but inevitable in the teaching- learning process. As we live with and by technology, it is time to look at ICT as an integral part of education. Thus, teachers need to use them as tools in education rather than variables of failure or success in language.

The question is no longer if technology enhances learning, but rather how do we improve our use of technology to enhance learning? The pros of technology have outnumber the cons and proved that technology can enhance, accelerate and aid learning -teaching process esp with regard to language. Today it is common to see computers in labs, teachers and students walking around with laptops or tablet PCs, and with mobile phones in their pocket in educational institutions.

English is a foreign language for us and learning it is absolutely necessary. The role and status of English is that it is the language of social context, political, socio cultural,

business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. But we know that teaching or even learning a language is not very easy given the complexity of English .Many teaching methods have previously emerged in teaching English like Grammar Translation Method, The direct method, Audio-Lingual Method and others. Use of technology in conveying language and literature is not something that is new. Masks, proms, music etc were used as supplements in the earlier times. Then came the printing press, books, and libraries .In this millennium we are using technology based learning using multimedia presentations, knowledge-management software, video conferencing, cloud computing and collaborative document editing which are notable information technology services benefiting education. English language can be taught effectively and interestingly using online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips.

Why are language teachers hesitant in using technology in class rooms?

Today we see Commerce and Management faculty members using technology enabled teaching in classrooms effectively. Commerce labs are equipped

with latest computers with soft ware which helps in practically equipping the students . This trend is not very popular in language classes although technology can be very handy in secondary language learning and teaching. Some colleges do invest on expensive “Language Labs” with readymade software provided by service providers. But most often they are underused or they can’t cater to the needs of the students. This may be because of many factors . Most of the software installed are not customized for the individual needs of the students or sometimes the teachers themselves may be vary of using it for learning and then using it as they themselves are not accustomed to such technology enabled teaching during their student days when technology had not crept into the classrooms. The other major reason could be the students not being interested in using it as most often they don’t have basic knowledge of using advanced technological gadgets .On the other hand, teachers may be put off using technology as many youngsters today are digitally competent than their teachers are and thus students may challenge their teachers.

Another major obstacle in using technology enabled teaching is the fear in the minds of the teachers that technology may replace teacher if not today but sometime in the near future. But one must remember that that technology is merely a tool created to enhance teaching learning process. The American Council on the Teaching of Foreign Languages (ACTFL) has stated that it is not possible to learn a language effectively without interaction and guidance from a qualified language teacher. Technology can only be a supplement in the teaching-learning process , it can never be a substitute to a teacher in the class room.

The role of the teacher together with the role of the technology can lead to advanced learning results.

Learning about and developing confidence with the new technologies, thinking about how to integrate them into meaningful literature, composition, and cultural studies teaching should be the goal of a language teacher.

Challenges in teaching English in classrooms

Of the many challenges a language teacher encounters in a language class is students’ apathy towards language classes as they give more importance to core subjects. Most often it is not in the hands of the teacher to make/choose text books . What the teacher can do is make the classes interesting .Language teachers have been doing this and now it can be done more easily though the use of technology. Visual presentations, audio- visual tapes, images etc not only appeals to the students bt also wakes them from the slumber they pass into during language classes. Asking students to use technology in doing an assignment like browsing the net for a particular topic or making a PPT presentation can make a student exited.

Another challenge faced by the language teachers is teaching English as a second language. Most students face problems in learning English at various levels. Some have difficulty in pronouncing words others have problems in reading and comprehending. While some others may have problems in spelling or sentence construction or even grammar. Most often it takes immense effort and creativity of the teachers to make classes regarding these topics interesting . These classes can be

brought to life easily though technology enabled teaching. This kind of teaching can accelerate learning in students.

How can technology help in teaching/ learning English?

Prospects of the use of ICT in Language Education Information and communication technology (ICT) is of immense help in virtually all areas of teaching and learning. In the field of education too it is seen as the great liberator by freeing both teachers and students to accomplish learning in new and exciting ways by sourcing information from the Internet and by using other ICT enabled teaching. Other advantages of ICT in language can be expanding access to language programmes, improving the quality of teaching and learning, providing access to current/ up-to-date materials and offering teachers and learners variety of materials in different modes. The use of ICTs enhances English Language competence as well as the quality of learners' experience. Another major advantage of ICT is it removes the time and space limitations found in traditional teaching, as classroom dialogue can now extend beyond the time and space constraints. It also allows students to learn more autonomously and independently and thereby raises self-esteem and confidence of the students. Students can use the internet and see images, learn new vocabulary, correct their pronunciations, do assignments better, learn related topics, improve grammar through games, activities, exercises and quizzes available. This not only broadens their horizons but also helps them to learn effectively and speedily.

Basic technology that can be used by language teachers.

1. **Audio-** One of the most widely used and perhaps the oldest is the use of audios-digital audio or audio tapes, CDs etc in class rooms. Students can be made to hear speeches, correct pronunciations, conversations etc. Audio players are inexpensive and can be easily used in class rooms to felicitate language learning.
2. **Visual Media-** This includes both still images and motion video Images. Videos can be used effectively like the Audio. Still visual media of all kinds remains important and is often used well in teaching. The most common still visual media now used are photographic still frames, whether in the form of slides or frames on a videodisc or CD ROM. Film, television, video tapes, CD ROM, DVD, are some of motion video images that can be incorporated in classrooms.
3. **Computers-** The latest and the most advanced technology available to teachers is the computers. Computers, laptops, notebooks/ipad/tablets are new technology that can be used by teachers in a classroom. They come with installed applications which can help students study well. For example, students can use internet explorer to search the internet, they can use word processing application to write notes.
4. **Search engines and blogs-** Many education websites and blogs provide notes, new insights, constructive criticisms and help students in learning and in developing the creativity of the students. Search engines like Wikipedia have become a sort of Bible for students looking for information on the net.

5. Mobile devices -Teachers and students can use smart-phones for academic purposes in the classroom. Mobile learning/teach although underused can be used to the fullest as most students carry mobile phones. M-Learning is convenient because it is accessible from anywhere.
6. Use of smart interactive Whiteboards: Modern smart white boards have a touch screen functionality, so the teacher can illustrate points using a pen or their finger. Using a projector, teachers can display visual images on these white boards which improves the learning process.
7. Use of online media: Teachers can stream online medias to learn in the classroom. With the aid of a projector, computer, internet and a white board, a teacher can show examples from websites like youtube to enhance learning experience.
8. Use of online study tools : Online study tools can also be effectively used to teach languages. These academic tools can improve the way students learn.
9. The Internet :The Internet is perhaps the greatest technological invention of all time. It has opened unimaginable opportunities to learn. Internet has allowed teachers and students to take voyages and adventures into realms

that would not otherwise be possible. Teachers who use it appropriately can actively engage their students on a daily basis.

10. Games: What could be more engaging than a good game? Teachers can use games and activities available online to make students learn and also evaluate them on various subjects.

Conclusion

Technology can be effectively used to support the language development process. It can be without doubt said technology can play a significant role to play in English language teaching and learning. The range of technologies now available can support teachers in a variety of ways to teach English in an interesting an innovative manner. With the reduction in manufacturing costs, greater coverage and availability increasing speeds of communication networks, English language teachers have an unparalleled opportunity to ensure their teaching styles genuinely meets the needs of their 21st century learners.

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“Conditioned learning with modern devices in teaching English as a second language in addition to the implication of the principles of learning by Thorndike”

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This is a difficult time for all teachers and for English teachers in particular. We are beset by insistent demands to teach our students the basics and to improve their literacy, and simultaneously to face up to a technological, computer-dominated future. Are these two sides of the same coin or are they irreconcilable demands, one looking to an imagined past, the other to an imagined future? A real teacher will already know that reality involves a mixture of both. However, this is a very significant moment of change.

English Language Teaching is basically set within an instructional system. We need to analyze this system or curriculum further. Well, what is formal language learning situation? To answer this, perhaps we should look at the informal language learning situation.

An informal language learning situation is one when language is not taught or learnt for grammar but for communication. A child growing up learns to use language functionally i.e., to get things done or to express itself. This expression could be transactional or self-expressive in nature. A small child spends time in prattle but even prattle has a purpose in itself as play has.

For it is really through easy, anxiety free tryouts like prattle and play that the child is developing language skills. How is this done? The child when it uses language in different contexts, finds out the appropriate language behavior can cause results and obtain responses. Thus by using language, the child develops language skills. We can say that, when a learner uses language the language used becomes his/her own. Use implies assimilation and consolidation of what is learnt.

The formal instructional system is, however, very different. Here, we are referring to organized learning on a large scale, with the instructional system providing certification at the end of a learning programme but we need to look at these differences more carefully. The differences between teaching and learning in formal and informal situations can be tabulated in the following way.

Early language learning involves learning of the mother tongue (MT) or L1 (first language). Learning English for most Indians involves learning an L2 (second language). It can be better understood through the table below.

		Informal Learning	Formal Teaching/Learning
1	Language taught	MT, L1	L2, MT, L3 etc. from class I (English Medium)
2	Age	From birth onwards normal conditions of language learning situation	From class III, IV, V, VIII (vernacular language medium)
3	Use of language	Functional	More formal language descriptions, formal grammar learnt
4	Errors treated	Parents repeat, encourage and correct	Teacher reprimands/comments/focuses on error and mistakes
5	Exposure	Oral	Predominantly the written form

Formal system of learning has got a direct connection with conditioned learning. If we observe the three famous laws of learning, formulated by the American Psychologist, Thorndike, we will understand how English can be learnt in a formal way.

A. The Law of Effect

This is concerned with the necessity of a reward for reinforcing the stimulus-response bond. The law of effect states that when a connection between a stimulus and response is made and this is followed by a satisfactory state of affairs, the connection is strengthened: if the connection is followed by an annoying state of affairs, the connection is weakened. When one aims at inducing change of behavior (which means learning), this factor must be taken into account. No new behavior can be acquired, or learnt, unless there is an incentive or motivation.

B. The Law of Exercise

This law makes it clear that learning results from activity by the learner. One learns, basically, by doing. The more frequent this learning activity, the more potent the learning. The amount of

practice that can be provided to the learner determines how well s/he learns, and how well s/he retains what has been learnt.

C The Law of Readiness

This is concerned with the necessity of attention and motivation for learning. The law of Readiness states that when an organism is prepared to act, it derives satisfaction by acting and is annoyed if it is not allowed to act.

To achieve a complete teaching and learning, all the linguistic skills i.e., listening, speaking, reading and writing should be focused. Unless these skills are given equal priority such process of learning cannot be called as a complete teaching and learning. Therefore, both the priority to all the core skills and the acquisition of the target language are possible in conditioned learning. This is possible only in formal language learning system instead in informal language learning system. Therefore conditioned learning is nothing but a formal way of teaching the target language and according to my opinion all the above Laws of Learning can only be seen and will take place in formal language learning system when it comes to a second

language acquisition. For instance stimulus-response, practice, exercise, attention and motivation for learning.

Use of modern technology in conditioned learning of the target language and selection of materials:

As it is very clear in the Audio Lingual method, it is possible to acquire the sentence patterns of the target language through conditioning – helping learners to respond correctly to stimuli through shaping and reinforcement. When Learners are provided/stimulated with modern teaching aids i.e., computers, which have already been uploaded with the software of language laboratory, audio-tracks, videos and pronunciation drills will definitely stimulate learners to produce the target language. The major advantage in using the modern teaching devices is learners could overcome the habits of their native language and form the new habits required to be target language speakers.

If any grammatical points are taught through video with stimulation, contextualized examples and drills, without giving grammar rule that will definitely stimulate students to listen, repeat and produce as many times he/she wants. Learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out and or induced from examples.

One of the principles of The Audio-Lingual Method strongly pays its attention towards the fact that “The learning of a foreign language should be the same as the acquisition the native language”. It is

not possible for a non-native speaker to have had natural set up to listen, repeat and produce the target language like the native speakers. Here, there would be an opportunity to watch videos, which are produced by native speakers. Hence, there would be an opportunity for learners to improve their targeted language.

I am very much keen on a question that might arise at this stage. The question would be on the differences between natural acquisition and formal learning of the target language. Here, the point is learning English as a second language in a country like India; it is definitely not possible to learn English naturally despite it is taught by creating situations or an atmosphere close to natural in formal teaching which is so called conditioned learning. Now, in continuation to this aspect one more question would arise in our mind. The question would be “How to make learners learn naturally?” An answer to this question is as it is possible for the native learners or speakers to learn through listening, observing, imitating and producing naturally, a non-native speaker or learner who learns English as a target language, has to be provided audios and videos which are produced by native speakers to listen, watch, observe, imitate and produce in a formal learning environment. For example series of FOLLOW ME videos produced by Mr.Francis Matthews and team.

In connection with the above aspect to facilitate a learner with such type of environment modern learning materials such as language laboratory equipped with computer, which is already uploaded files according to the level and other requirements are essential. Hence, the communication technology and other

materials will be used in conditioned learning and moreover it is possible to conduct classes for heterogeneous groups under the same roof.

At this stage it is also essential to pay attention to the point that a facilitator should keep certain aspects in mind while selecting materials to conduct classes in conditioned language learning system.

According to one of the principles of the Audio-Lingual Method, "learning of a foreign language should be as same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples." Therefore to learn the target language, students should be given opportunities to make use of the materials that are available to learn the target language.

Teaching materials play a vital role and are of many kinds: text books, audio and video cassettes, handouts, charts, computer and technology, pronunciation drills and grammar exercises which are used in authentic communication for different purposes by the teacher. They may be coached on strategies for how to improve their comprehension.

Ordinarily, however, most teaching situations depend on the text book. As it is mentioned above, we already live in the age of information and communications technology. In this regard, we need to ask several questions about our teaching materials at this point.

We have understood all about formal and conditioned learning, but now very important point is selection of the materials. Selection of the source is very important

when students are facilitated with modern teaching aids, because, in India, most of the teachers do not mind and are not in a position to decide the source. For example, when students are given audio tracks and videos produced by the non-native speakers of their target language, the same will be influenced. To get rid of such anticipated influences a facilitator should be conscious while selecting materials.

While selecting the materials for tasks in the classroom, we need to keep in mind the following questions:

- Relevance - Are they relevant in promoting language use outside the classroom? For example, how should learners introduce themselves outside the classroom? How closely do our classroom activities mirror the real life situations? Littlewood gives us a warning:

To spend all one's time pretending to book rooms in hotels that do not exist, reading menus for meals one will never eat and listening for the times of trains one will never take, can be no less stultifying than the long dictations that one often had to write in the past. (Littlewood, 1992: 102)

- Authenticity - Are the responses authentic, in the sense of being rooted in the learners' own personalities and growing out of the immediate interaction between participants in the real classroom situation? In a seminal article, "Authenticity in the language classroom" (Bareen, 1985) lays emphasis on this second kind of relevance, which appeals to the deeper interests and concerns of learners as individuals: a sense that language is a living medium through which they can interact with

each other as human beings and express meanings that are important to them. The classroom is a meaningful social context in its own right. (Kramsch , 1987, Widdowson, 1990)

- Focus on processes - Do the tasks generate useful communication and learning processes? For the learners' overall development, the processes are more important than the products.
- Potentiality for active roles -in the wider framework of the task, is the learner able to choose the actual task s/he has to perform? In a project - based activity, for example, a group of students may be assigned a topic by the teacher but they are free to distribute among themselves the various sub-tasks that the project involves, such as reading brochures in a travel agency, interviewing those who are planning for holidays, etc. (Fried-Booth, 1986)
- Feasibility in the classroom - is the classroom atmosphere conducive to task-based language teaching? We will discuss this question briefly in the next section.
- Level of the learners - Do the learners have the necessary knowledge and skill to cope with the task that has been

assigned to them? The task should demand an effort and offer some challenge. But if it is too demanding, and if some learners are consistently slow or they need special attention, then 'special education' should be provided to them, or the task should be geared to their level.

Therefore it is necessary to understand the role of the teaching materials in our professional lives while selecting for tasks in the classroom.

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Learner-Centric Approach

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Abstract

We have been hearing about the growing popularity of learner-centric approach in education in the recent times. There is a major shift from the traditional approach, where the class time is spent on professor lecturing and students watching, to a superior student-centered approach, where the class time is spent on collaborative learning. This has helped students to gain not only critical thinking or creative problem-solving skills but also confidence in their knowledge. Of course, they do not come without challenges. The teaching faculty should now develop innovative ways to better engage the students. A feedback mechanism should be implemented to drive continuous improvement. With the student-centric approach, a teacher can make a more positive impact in the lives of students.

For many years the pedagogical focus has been on teaching. In the traditional approach to college teaching, most class time is spent with the professor lecturing and the students watching and listening. The students work individually on assignments, and cooperation is discouraged. In this approach the teachers direct the learning process and students assume a receptive role in their education. Traditional education ignores or suppresses learner responsibility. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning is to gain information as it is proctored to the student, providing rationale as to why rote learning or memorization of teacher notes or lectures was the norm.

Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students

work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Five important characteristics of teaching that distinguish learner-centered from traditional teacher-centered approach.

1. Learner-centered teaching engages students in the hard, messy work of learning. In the traditional method, teachers do too many learning tasks for students. It is the teacher who asks the questions, calls on students, adds detail to the answers, offers examples, organizes the content and does the preview and the review. On any given day, in most classes teachers are working much harder than students. This is not to suggest that teachers should never do these tasks, but to emphasize that students do not develop sophisticated learning skills without the chance to practice. Today, in most classrooms, the teacher gets far more practice than the students.
2. Learner-centered teaching includes explicit skill instruction. Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to mastering material in the discipline. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.
3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it. Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do their assignments, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.
4. Learner-centered teaching motivates students by giving them some control over learning processes. In the traditional approach, the teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-
5. centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.
6. Learner-centered teaching encourages collaboration. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

Two common misconceptions regarding learner-centered teaching:

1. Learner-centered teaching removes the central role of teacher as a prime mover of the educational experience. In reality the faculty instructor still remains the central authority and have full responsibility for the learning outcome of the class.

2. Learner-centered education is essentially a technology-centered initiative leading to increased forms of distributive- and distance-learning, and an abandonment of classroom based instruction. In reality there is no evidence to support this view. Learner-centered teaching offers challenges to both faculty and students to share mutually in the responsibility for the learning experience. This can mean improved utilization of technology and opportunities beyond the conventional classroom, but it does not mean that older, successful teaching practices have a diminished role.

Challenges in the Implementation of learner-centered teaching:

1. We are in an emerging era of “classrooms without walls” and the academic paradigm shift from teaching to learning, and thus, it becomes ever more important that faculty find new and creative ways to know the students and engage them.
2. Faculty and administrators should work together to better enable faculty to increase their day to day availability to students and create opportunities for timely and individualized interactions.
4. 3. The faculty should rethink the style of instruction and assessment methods, systematically collect feedback on teaching, readily assess outcomes, make appropriate

changes and constantly improve them towards an effective student learning. Student centered teaching appreciates the individual value of each student. Student-centered teacher does not teach a class. He teaches each student.

4. It is important to make the course relevant. The learning goals of the class need to be perceived as relevant to the student’s aspirations or experience. In some classes, this can mean the use of current topics or case studies extended to problem-based learning.
5. Importance should be given to positive feedback between student and instructor to continuously improve the learning experience.

Teachers positively impact students on many levels, including curriculum design, intellectual challenge, personal growth, career guidance and many other less tangible ways and touch their lives. Teachers are not only those who design their course, they are also people who listen to their students’ aspirations and struggles. Indeed, students’ memories and experiences with teachers are often just as important to their success as the skills they develop and knowledge they acquire.

Use of Technology in English Language Teaching: attempting a balancing act

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1. Introduction:

In today's global world, the importance of English cannot be denied and ignored since English is the most widely spoken language and acts as a Lingua Franca. With the help of developing technology, English has been playing a major role in many sectors. The importance of English language is that it is a means to communicate in the interconnected and interdependent world. Nowadays, English is called International Language and it is also the second language of many countries in the world. Therefore, we can realize the importance in communication of this language.. The focus of this paper is the use of technology to enable learners in improving their language skills

The concept of Educational technology dwells on the effective use of technological tools in learning. It is concerned with an array of tools, such as media, machines and networking hardware, as well as considering theoretical perspectives for their effective application. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, Web based learning; TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching. The new

era throws new challenges and duties at the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements Electronic educational technology has become an important part of society today. Modern educational technology includes (and is broadly synonymous with) electronic learning (e-learning), instructional technology information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, virtual education personal learning environment, , virtual learning environments(VLE) (which are also called learning platforms), m-learning and digital education. These labels have been variously used and understood, and conflate to the broad domain of educational technology and e-learning

Educational technology and e-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning

or may be instructor-led, synchronous learning. It is suited to distance learning and in conjunction with face-to-face teaching, which is termed blended learning. Educational technology is used by learners and educators in homes, schools which has revolutionised the teaching methodology.

2. Use of Technology in Teaching English language skills:

With the popularity of English Language on the rise there is a need for competent and creative teachers. It is true that there are teachers who use "Cutting edge - technology, but the majority of teachers still teach in the traditional manner. None of these traditional methods are bad or detrimental to the students.. However, there are many more opportunities for students to gain confidence, practice and extend themselves, especially for students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

3. Analysis on Necessity of Application of Multimedia Technology to English Teaching

- Arouses and cultivates students Interest in Study:

Nowadays, the stereotyped traditional teaching methods and environment are not popular while multimedia technology featuring audio, visual animation effects naturally makes us more accessible to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality which greatly cultivates students' interest and motivation in study and their involvement in class activities.

- Promotes Students capacity cultivation:

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

- Enables better Teaching Effect:

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

- Makes way for bi-directional interaction between Teacher and Student:

Multimedia teaching emphasizes the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence, during this process, the teacher’s role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

- Helps create a Context for Language teaching :

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such a visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students, When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students’ interest in learning English, as well as enhancing teachers’

interest in English teaching. Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the challenge of authentic language environment and arouses students interest in learning English.

- Provides Flexibility to Course Content:

In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered which is believed to be one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email.

4. Analysis on Problems Arising from Application for Multimedia Technology to English Teaching

In spite of advantages of application of multimedia technology to English class teaching has to improve teaching effect and university students’ overall capacities, there are many problems existing in practical teaching, such as:

- Major Means Replaced by the Assisting one:

Application of multimedia technology is and assisting instrument to achieve the projected teaching effect, While if totally

dependent on, multimedia devices during teaching, the teachers may be turned into slaves to the multimedia and cannot play the leading role in teaching. It is observed in practice that a lot of teachers are active in multimedia technology application but not proficient enough to handle it confidently. In class, they are standing by the computer and students are fixing their attention only on the screen, and therefore, there is no eye contact between teachers and students.. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended that modern educational techniques serves an assisting instrument rather than a target: and that should not dominate class. They are substitutes to effective teaching and learning.

- Loss of Speaking Communication :

English language and English analysis by the teachers are effective in conveying knowledge to the students from English pronunciation to comprehension, improving students- English thought patterns and oral expression, Whereas, the introduction of multimedia technology featuring audio, visual, textual effect fully meets audio and visual requirements of the students and enhance their interest, but it also results in lack of communication between teachers and students, replacement of teachers voice by computer sound, and teachers analysis by visual image and students have few chances for speaking communication . With the favorable atmosphere by the mutual communication between teachers and students fading away, and sound and image of multimedia affecting students- initiative to think and speak, English class

turns to course ware show and students are made viewers rather than the participants of class activities.

- The limitation of Students' Thinking Potential:

It is clear that language teaching is different from science subjects, for language teaching does not require demonstration by various steps, rather, the tense and orderly atmosphere is formed through questions and answer between teachers and students, Teachers raise impromptu and real-time questions and guide the students to think, cultivate their capacity to discover and solve problems, however, due to over demonstration and pre-arranged order, the courseware lacks real-time effect and cannot give feedback. It ignores emphasis and importance in teaching; it also neglects instruction in students thinking, inspiring their paths of thinking, strengthening their capacity contemplating and solving problems. In this way, it should be noted that cultivation of student' thinking capacity should be the major objective in teaching and using of multimedia technology and it should not take up the students time for thinking, analyzing and exploring questions.

- Imaginable thinking replacing abstract thinking:

The Process of cognition goes through perceptual stage and rational stage. It also applies to studying process. It is our hope that teaching makes students adopt the outlook cognition from perceptual recognition to rational apprehension, and greatly leap from perceptual thinking to rational thinking; therefore it is the major objective in teaching. To enhance the students' abstract thinking, the multimedia technology makes content easier, and with

its unique advantages, it can clarify the emphasis in teaching. While if the image and imagination in students mind were merely showed on the screen, their abstract thinking would be restricted and logical thinking would waste away. At present the decreased students reading competence has become a major concern for reason that, textual words are replaced by sound and image, handwriting by keyboard input. All in all, the multimedia as an assisting instrument, cannot replace the dominant role of teachers and it is part of a complete teaching process. Besides, it is not a mechanic imitation of teaching, rather it integrates the visual, textual demonstration with teachers experience to contribute to the programmed, automatic and continuous teaching project so as to enhance the overall improvement of students listening, speaking, reading and writing

5. Suggestions and Strategies to the Existing Problems

In practical teaching. It is improper to duplicate the textual material simply to the screen so that the teachers' position is ignored In order to ensure the function of, multimedia in teaching. It should be noted

- The Beauty of Courseware Is not the single point agenda

It is proved through practice that adequate application of multimedia technology to teaching can make breakthroughs in class teaching. That is to say, during multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computer. For instance, the introduction to each lesson and speaking communication are good way to improve students listening and speaking which the computer cannot fulfill, therefore, teachers interpretation shall

not be overlooked. Meanwhile, as a practical linguistic science, English should be used very often in class to cultivate the students communicative competence, Multimedia, as an instrument for assisting teaching, serves the teachers despite its extraordinary effect, So teaching determines whether to adopt multimedia technology. Otherwise, the teachers were acting as the projectionist, clicking the screen.

- Computer screen supplements and not supplants the black board

Some teachers take the computer screen as the blackboard, they have input exercises, questions, answers and teaching plans into the computer and display them piece by piece, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to simulate situations based on teaching and guide the students to communicate in English. Beside traditional writing on blackboard is concise and teachers can make adjustment and amendment to it if necessary. Furthermore, experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by the students.

- Power Point cannot overcome courseware

At present, most multimedia courseware mainly feature on image and animation of teaching materials in order to cause audio and visual effect, which lively displays the content of textual materials and helps the student deeply understand the texts. A problem remains that displaying of the content of texts in the PPT courseware cannot take the place of students' thinking

or English communication in simulated circumstance, When working on and utilizing the courseware, we need to encourage the students to use their own mind and speak more, actively join in class practice, we should not overuse the courseware merely in the hope of adding the modernized feature to class teaching.

- Traditional Teaching Instruments and Devices still a force to reckon with

The function of multimedia assisting in teaching cannot be replaced by many other instruments, which does not mean that multimedia can replace any other form of instrument; Some teachers tend to entirely depend on multimedia teaching. While, it should be noticed that although multimedia has its unique advantages in teaching, the characteristics functions of other forms of teaching instruments are still incomparable. For example, the recorder still plays a role in broadcasting listening material. So teachers are supposed to choose appropriate media and instrument based on the requirements of teaching and integrate multimedia instrument with traditional one and fully perform their merits, rather than merely in pursuit of trendy method

- Judicious use of Multimedia Technology

Some teachers may possess the improper concept that they would totally apply multimedia technology in their teaching. It is also believed that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in leaning, but actually, they feel like looking on. In practice, the more unconscious attention the students pay. The

more interference of teaching information during transmission, the less the students take from the language materials. It is impossible to effectively train the students' language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical teaching, it is part of a complete teaching procedure. In practice, if multimedia technology would be properly implemented in English teaching, the students could make full use of English speaking and listening materials and develop their overall capacities, which is the objective for us to introduce multimedia technology to modern teaching thus, this leads to systematic training on students listening, speaking, reading and writing, makes teachers instructions come into great play, help the student gain basic knowledge as well as language training at classes, improves their expression ability in English and lays a fundamental basis for their English communication.

6. Conclusion:

Context creation of ELT should be based on the openness and Accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students-applied English skill scan be effectively cultivated, meaning that students- communicative competence will be further developed. In conclusion, we

believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of ELT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

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Teaching English for Specific Purposes (ESP)

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English for Specific a learner Purposes (ESP) is known as -centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is recommended for graduate students and foreign and second language professionals who wish to learn how to design ESP courses and programmes in an area of specialization such as English for Business, for Civil Engineering, for Academic Purposes, and for Health, and Hospitality service purposes. In addition, they are introduced to ESP instructional strategies, materials adaptation and development, and evaluation.

It objectives include:

- To develop an understanding about the the factors that led to the emergence of ESP and the forces, both theoretical and supplied, that have shaped its subsequent development.
- To assist students develop needs assessments and genre analyses for specific groups of learners.
- To provide guidelines to adapt or create authentic ESP materials in a chosen professional or occupational area and to critically evaluate currently available materials, including technology- based ones.
- To become knowledgeable about assessment procedures appropriate for ESP and supply this knowledge in developing course and lesson evaluation plans in their professional or occupational area.
- To assist students in preparing a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.

Genre Analysis and ESP

Genre has become one of the major influences on the current practices in the teaching and learning of languages, in general, and in the teaching and learning of ESP and English for Professional Communication (EPC), in particular.

Genre analysis is the study of situated linguistic behavior in institutionalized academic or professional settings. It has the following four characteristics.

- Rather than providing a detailed extension, validation or otherwise of one linguistic frame work or other, genre analysis shows a genuine interest in the use of language to achieve communicative goals. In this sense, it is not an extension of linguistic formalism.
- However, genre analysis does not represent a static description of language use but gives a dynamic explanation of the way expert users of language

manipulate generic conventions to achieve a variety of complex goals.

- It is primarily motivated by applied linguistic concerns, especially language teaching at various levels.
- It is narrow in focus but wide in vision, focusing on specific differentiation in language use at various levels of generality.

There are at least four distinct, though systematically related; areas of competence that an ESP learner needs to develop in order to get over his or her lack of confidence in handling specialist discourse. Even if most of these learners already possess a reasonably adequate competence in the use of the language for general every day functions, they will still need to develop.

- a) understanding of the specialist code,
- b) Familiarity with the dynamics of specialist genres, which includes the rhetorical forms and content,
- c) Specific contexts they respond to and the conventions they tend to use in their responses, and finally,
- d) a proficiency in the manipulation of specialist genres to respond to the exigencies of unfamiliar and novel situations.

In other words, learners need to develop the understanding of code, the acquisition of genre knowledge associated with the specialist culture sensitivity to cognitive structuring of specialist genre and then, and only then can they hope to exploit generic knowledge of repertoire of specialist genre by becoming informed users of the discourse of their chosen field.

The following elaborates each of these four stages.

Knowledge of the Code

The knowledge of the code, of course, is the pre-requisite for developing communicative expertise in specialist or even everyday discourse. Most of the ESL programmes all over the world aim to achieve this with varying degrees of success. However, it is important to note that an almost perfect knowledge of the code is neither necessary nor sufficient for successful ESP instruction, though it seems to be a popular myth that we language teachers often believe.

This myth has gained popular currency among many ESP teachers who believe that any form of ESP work requires almost perfect competence in the use of the code. Where teachers hold such a belief, further ESL instruction invariably incorporates tedious remedial teaching, often resulting in less than satisfactory consequences.

The other side of the myth is that if somehow second language learners can be given so called underlying linguistic competence, and then there is no need to develop ESP competence because the learners will be able to cope with the flow of new information in any subject discipline, just as a native speaker does. This claim, at best, seems to be grossly overstated and, at worst, seriously flawed. The claim seems to rest on the somewhat naïve assumption that the main difference between everyday use of specialist lexis. However, much of the work done in discourse and genre analysis in professional and academic contexts in the last two decades strongly suggests that there are fundamental differences in the use of lexico-grammatical, semantic-pragmatic and discursual resources in specialist genres.

Acquisition of Genre Knowledge

To participate in a specialist communicative event, one must acquaint oneself not only with the communicative goals of a particular discourse community, but also with the communicative goal-oriented purposes associated with the specific use of genres. Therefore, before learners undertake any goal-driven communicative activity, they need to become aware of appropriate rhetorical procedures and conventions typically associated with the specialist discourse community they aspire to join. Genre knowledge of this kind is a form of situated cognition, which appears to be inextricable from professional writers' procedural and social knowledge.

Learners need to acquire genre knowledge, procedural knowledge (which includes a knowledge of tools and their uses as well as their discipline's methods and interpretive framework), and social knowledge (in the sense of familiarity with the rhetorical and conceptual context) in order to become better informed apprentices. As Fairclough points out, a genre implies not only a particular text type, but also particular processes of producing, distributing and consuming texts.

Sensitivity to Cognitive Structures

Having understood the goals of the specialist community and to some extent internalized some of the conventions associated with specialist genres used by them, the learner will then need to become familiar with the way language is typically used to achieve these goals and communicative purposes. In addition, learners will need to exploit these conventions in response to changing socio-cognitive demands in specific professional contexts or certain novel situations and purposes. This can be developed by sensitizing learners not only to the generic forms and content

in genre-specific texts but also to their emerging responses to changes in social practices.

Surprisingly, even after specialist learners become reasonably competent in language for everyday situations, they may still need further knowledge of the code. Recent research in the study of a variety of academic and professional genres indicates that although there can be large areas of overlap in the use of lexicon- grammatical resources across various professional contexts, there certainly are specific uses of lexicon grammatical features which carry typically genre specific values in specialized contexts.

Genre-based grammatical explanations raise learners awareness of the rationale of the text genre that they are required to read and write. Rather than simply learning to read and produce a piece of text as a computer does, students should develop a sensitivity to the conventions in order to ensure the pragmatic success of the text in the appropriate academic or the professional context.

Exploitation of Generic Knowledge

It is only after learners have developed some acquaintance or, better yet, expertise at levels discussed above, that they can confidently interpret, use or even take liberties with specialist discourse. The first three stages mentioned above mostly involve understanding conventions, whereas this last stage includes exploiting and taking liberties with conventions to achieve pragmatic success in specified professional contexts.

Responsibility of the Teacher

A teacher that already has experience in teaching English as a Second Language

(ESL) can exploit her background in language teaching. Teacher should recognize the ways in which their teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, they will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching.

As an ESP teacher, we must play many roles. We may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students' progress.

Organizing Courses

We have set learning goals and then transform them into an instructional program with the timing of activities. One of your main tasks will be selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

Setting Goals and Objectives

We arrange the conditions for learning in the classroom and set long term goals and short term objectives for students' achievement. We 'knowledge of students' potential is central in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation.

Creating a Learning Environment

Our skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being their teacher, we may be the only English speaking person available to students,

and although our time with any of them is limited, we can structure effective communication skills in the classroom. In order to do so, in your interactions with students try to listen carefully to what they are saying and give your understanding or misunderstanding back at them through your replies.

The teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. We will serve as a source of information to the students about how they are progressing in their language learning.

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Curriculum Development: Syllabus Designed for BCA Learners.

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English Language Teaching (ELT) and Learning in the changing scenario has taken different directions and dimensions. Education is now being considered as a part of service sector Industry, where, the learner takes on the role of a consumer and an English Language (EL) Teacher becomes the service provider. An EL Teacher has to cater to the rising demands of the industry. This has led EL Teachers to think of redesigning the procedures of teaching and thus cater not only to the needs of the learner but also to facilitate learning. Thus the demands on an EL Teacher are rising and multiferous, in terms of teaching, syllabus framing and above all organizing to the needs of the learners as a major service provider of the industry. Paving way for the entry of English for Specific Purposes-ESP in teaching General English. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987).

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse:

ESP may be, but is not necessarily:

- restricted to language skills to be learned (e.g. reading only);

- Or taught according to any pre-ordained methodology.

Hence, ESP was adopted to tailor a syllabus suitable in this context. English for Special Purposes can be adopted by teachers of ESL- English as a second language. Dudley Evans and St. John (1998) identify five key roles for the ESP practitioner:

- Teacher
- Course designer and materials provider
- Collaborator
- Researcher
- Evaluator.

Curriculum design and development, a key issue in ESP is examined in this paper. The issues explored here are a product of my professional experience to develop the course material for English as a Second Language-ESL and the learners in question were BCA (Bachelor of Computer Applications) students of an autonomous university. The course aimed at teaching language to students in phases. The conflict in choice of weightage to be given to Literature and communication skills was obvious. Therefore, the next course of action was:

A survey was conducted and data collected from:

- i) Groups of students pursuing BCA course/who have completed BCA and were pursuing their career.

ii) Syllabus prescribed for BCA learners by a few universities across India including Bangalore University

The study revealed that:

- Most of the Universities prescribed Communication Skills for BCA students
- Syllabus prescribed by Bangalore University included literature, grammar and communication skills.

In addition, the survey revealed the following:

- The current BCA learners gave a mixed opinion; some wanted to be taught Grammar, few others stressed the

need for Communication skills and interestingly few wanted to be taught Literature.

- The earners i.e., those who were working after the completion of BCA course insisted that thorough language learning in addition to communication skills was quintessential in their work place.

Keeping in mind the data collected from the survey conducted the next step was designing syllabus with a holistic approach. The following syllabus was framed for BCA learners in three phases: Phase one, two and three. This paper examines the phases of Language learners - ESL. It was compiled to suit the needs of BCA students.

Bachelor of Computer Application

Phase I- Semester I

Language Learners One-Esl-Lesson Plan for General English

Sl. No.	Topics to be covered	No. of ours
Unit I Grammar	1. The World of Words: homonyms, synonyms, antonyms and one word substitute. 2. Sentence formation, error identification. 3. Parts of speech: A quick review Question forms Figures of speech	08
Unit-II SHORT STORY	1. The Open Window-Saki 2. God Sees The Truth But Waits -Leo Tolstoy	06
Unit-III POETRY	1. The Road Not Taken-Robert Frost 2. Where The Mind Is Without Fear - Rabindranath Tagore 3. Florida Road Workers - Langston Hughes 4. Abou Ben Adhem - James Leigh Hunt	08
Unit-IV BIOGRAPHY	Short Biography: 1.Abraham Lincoln 2. Albert Einstein 3. Helen Keller 4. KalpanaChawla	07
Unit-V One Act Play	The Bear-Anton Chekov	04
Unit-VI Essay	Essay of Studies - Francis Bacon And summation	06

Proposed PhaseII:.

Course outline

Sl no.	Topics to be covered
POETRY	1. Stopping By Woods On a Snowy Evening - Robert Frost 2. Leave This Chanting And Telling Of Beads - Rabindranath Tagore
PROSE	The Town By The Sea -AmitavGhosh
SHORT STORY	How Much Land Does A Man Need-Leo Tolstoy
BIOGRAPHY	Wings Of Fire -APJ Kalam
Practical Language Skills	1. Narrating a story 2. Past events 3. Role play 4. Persuasion skills 5. Confidence building exercises 6. Inter and Intra personal communication 7. Summation

Proposed phase III, Course Outline

1 Basic communication skills:

Sl. No.	Topics to be covered
i	Understanding communication
ii	Verbal and Non Verbal communication
iii	Introduction: Giving introductions
iv	Dialogue
v	Making Enquiries
vi	Taking,Leaving messages
vii	Giving instructions
viii	Giving directions
ix	Extempore, JAM sessions
x	Idioms,phrases and proverbs

2) Written communication

i	Slogans
ii	Captions
iii	Brochures

iv	Leaflets
v	Invitation
vi	Story writing
vii	Paragraph writing
viii	Composing a speech
ix	Composing Email
x	Writing letter of application and resume
xi	Note making/ Note taking
xii	Report writing

3) Practical Communication Skills

i	Presentation skills
ii	Mock interview
iii	Inter personal skills
iv	Group discussion
v	Oratory skill:Giving a speech
vi	Presenting a Project report

The above mentioned details give a bird's eye view of the three phases, Phase

I was inducted and completed during August 2014-Jan 2015.

Actual classroom teaching:

The syllabus framed for phase I was executed in the following steps but, not necessarily in a chronological order. Steps were interchanged according to the topics to be discussed in the classroom.

Step 1 : Printed study material was given to learners which included books and websites to be referred.

Step 2 : Presentation with the use of projector

Step 3 : Learners asked to read the topic to be discussed and contemplate on it.

Step 4 : Topics thoroughly discussed by the teacher

Step 5 : Conclusion and interaction with students and vice versa

Step 6 : Comprehension discussed and tasks assigned/written by learners

For example, The Bear by Anton Chekov was enacted by students. In addition videos of the play and The Miracle Worker were screened.

Testing and Evaluation was done in the form of assignments, seminars, tests and exams.

Extra attention and coaching was given to low performers/scorers.

Periodical feedback of students was taken and teaching-learning methods were altered wherever necessary.

Feedback of phase I revealed that:

- English course material was enriched with a variety of topics
- It introduced the learners to the lives of many famous personalities.
- It helped them in terms of both syntax and lexis
- Well picked stories and poems, autobiographies and one act play were found easy to understand.

Thus, learning and teaching with ESP was made informative, pleasurable, focused and interactive. On closer scrutiny one notices that by the end of phase III learners would be equipped with vehicles like syntax and lexis, they would be ready to zoom towards their career avenues with a greater amount of zeal, self-assertion and increased confidence. Empowered and enriched with a thorough knowledge of language they are fit to face the gruelling real world in terms of campus selections, interviews and entrepreneurship too.

Teaching Novel, Scandal Pointusing Elt-Ictm at Undergraduate Level

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INTRODUCTION

English Language Teaching (ELT) in India was a result of colonial rule to create clerks for the smooth running of their business. Teaching English was started through missionaries targeting the elite to establish a rapport with the common people. Initially, the classics from British Literature were used as teaching materials to impart English giving much emphasis on Traditional Grammar. In fact, their target was to teach English to the close circles of the British using 'Chalk and Talk method'. In course of time, many 'methods and approaches' (Richards, 2002) were adopted and tried out to teach English Language at different stages of learning in India. Meanwhile, different 'genres' were used as materials to teach the language. In the Pre-Independent Era, the vernacular states had adopted English as a medium of administration, communication, trade and commerce, instruction. At the same time, many creative writers have adopted English as the medium of their creative sensibility. Thereafter, there was a due importance given to teach the language rather than teaching literature emphasising on language skills. Gradually, there is a steep tilt not only towards teaching language skills but also in selection and gradation of teaching materials

selecting from different literatures of the countries written in English, translations from the native and regional literatures that include gender discrimination, women subjugation, marginalised, dalit problems, tribal issues and racial conflicts that prevail since time immemorial through the era of Liberalization, Privatization and Globalization (LPG) using different teaching aids such as ICT.

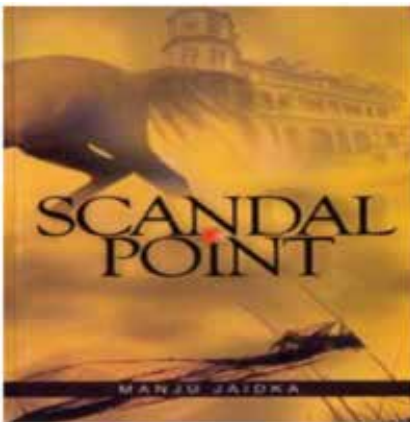
Since there has been a paradigm shift in teaching and learning English Language at Undergraduate level shifting from annual scheme to semester scheme, neither the teachers nor the students find time to teach and learn the novel thoroughly. Many a time, the teacher hardly finds time to teach English Language using the novel. Here, an attempt is made to teach the novel effectively within the stipulated time using 'English Language Teaching-Information Communication Technology Module' (ELT-ICTM) with reference to the novel, 'Scandal Point' by Manju Jaidka, focussing on the author and her background, the themes, characterization, locale, conflicts between the then Viceroy and the Maharaja of Patiala and Punjab Culture and the Chivalry in Viceregal balls as depicted here and there in the novel.

The Elt-Ict Module (Elt-Ictm) About The Novelist



Manju Jaidka, is a Professor at the Department of English and Cultural Studies, Punjab University, Chandigarh. Jaidka was the Chairperson of the Chandigarh Sahitya Akademi. She lectured extensively in India and abroad. Apart from the present novel, she also wrote a novel 'Sports of Time' and the play, 'Seduction and Betrayal of Cat Whiskers'.

About the Novel



The novel begins with the 'Prologue' by the author where she ponders over her churning of the events that might have happened or heard from the mouths of the people during the colonial rule in Shimla. As she put it, 'I probe the recess of my mind. I delve into the remote corners of

the past. Into dimly recollected.....(p xii, SCANDAL POINT).

The most common story told about the Scandal Point was that of the Maharaja of Patiala, Bhupinder Singh, eloping with the British Viceroy's daughter in 1892. He was banned by the British from entering Shimla. So, he constructed a summer capital for himself at a small village called Chail. And the place of intersection of the Ridge and the Mall, where he eloped with her, came to be called as 'Scandal Point'. But the author herself has confirmed after making a thorough research of the records available that at the time of the construction of the 'Chail' palace, Bhupinder Singh was one year old and he was the son of Rajinder Singh of Patiala.

The author herself has said about the novel, "It's a place with which everyone has an associated memory. Since my childhood, I have grown listening to stories about how the Scandal Point came into being and how it got its name. But they were usually vague memories that passed on through ages. So I decided to go on researching about it. I might be wrong in my assumption of the story but this is what I could make out after looking into the facts of the matter" (SCANDAL POINT).

The Plot in Brief

The novel, Scandal Point by Manju Jaidka is a mirror of the writer's historical sense through which she has recreated a forgotten historical event that might have happened in 1892 in colonial India with the help of her craftsmanship using her imagination and gathering information from the folk as well as from the historical records. The novel deals with an incident that had happened in 1892 during the colonial India. It delineates

the heroic story of a handsome young ruler of an Indian princely state particularly Patiala, who angers the British rulers. He has fallen in love and eloped with the Viceroy's daughter. In the British Raj, it is not an ordinary romance but a serious event that resulted in the elopement of 1892 has far-reaching consequences. The elopement results in a child who grows up under a take-carer and has unaware of his lineage but one day, like Oedipus, he discovers the truth and embarks on a journey seeking his roots. As the narrator of the novel was searching for the evidence, he could find no concrete evidences which witness his doubts about his lineage. At the end of the story he found no concrete records, no documents, no witnesses, and no evidence. Only stray bits of information and semi-reliable clues with the help of which, he pieces together the almost incredible tale of his mother's elopement and the tragic death of his father who was suspected to be poisoned in the Forest-hunting, an annual sport of hunting by the king and his men for his favourite wild boar.

The Characters



Rajinder Singh was the Maharaja of the princely state of Patiala from 1876 to 1900. In 1897, he was awarded the Grand Cross of the Star of India for his bravery, by the colonial government. Maharaja Rajinder Singh popularly known as Rajen, was

dressed in achkan of gold brocade..... (p16).

Rajamatha, Mahinder Kaur, Mother of Rajinder Singh



Raja Matha, Mahinder Kaur of Patiala, Her Highness Maharani Mehtab Kaur, wife of late His Highness Maharajadhiraj Yadavindra Singh of Patiala, is the mother of Rajinder Singh who actively participates in affairs of the princely state. In fact, Rajen has a great respect for his mother and whenever he is in crisis, he seeks her advice. As Raja Matha, she gives nuances of administration and always stands by his decisions and supports him emotionally particularly when Rajen eloped with Viceroy's daughter, Betty (p 64 and...SCANDAL POINT).

Beatrix (Betty)

The daughter of Viceroy, with whom Rajinder Singh had fallen in love and had eloped with, is the main character around whom the story revolves. Betty, the viceroy's daughter who had recently arrived from London.....(p 22, SCANDAL POINT).

Other characters like Rajen's Badi Maharani, Jasmer Kaur, Charles Bryan, Minnie Bryan and a gallery of characters are delineated in the novel. While teaching the novel, the characters and their dialogues can be used to teach the language aspects using as language teaching modules.

Culture

While teaching the novel, the attention of the students of different cultures may be drawn to the culture of Punjab particularly the celebration of Lohri bonfire, Basant Panchami, the harbinger of spring, Baisakhi, a festival of harvest and Bangra dance etc., such Panjab cultural events are depicted vividly aplenty in the novel (pp 77...SCANDAL POINT).

Lohir Bone-Fire



Basant Panchami



Viceregal Balls



The balls are common for the imperial officials particularly the higher rank officers and their 'delicate' wives in the summer hills in those days. It was the custom of the Viceroy to extend invitation to all the loyal princely state kings who view it as their royal prestige. It was the custom to have revelry throughout the night drinking and dancing with whom they like without

any barrier that was resulted in elopement of Rajen with Betty.

Locale



The actions of the novel take place in Scandal Point in Shimla and moves onto various breath taking places such as 'Lahore of 1900' (Scandal Point, p 1), Patiala Palace, Amritsar and Kapurthala. Many a time, the action swings from Shimla to Patiala and vice-versa. Thus the protagonist, who has lost both his parents, is dodged throughout the novel from one place to another searching for his lineage. At the end of the novel, the reader gets the information that the protagonist was working in insurance company and then as a forest contractor for ten years in Burma. Thus the heat touching story of the protagonist in the novel ends in 1952 with the protagonist's contentment, 'I have the satisfaction that all my children and their families are doing well. I have not been able to go out of the country but my children and grandchildren are scattered all over the globe' and the protagonist also expressed his doubt 'they do not know my story and I doubt if they ever will' (P 224).

Conclusion

Apart from the aspects of the novel that are focussed, while teaching it at undergraduate level, the students' attention may be drawn to the critical views about

the novel by the critics and the opinions expressed by the novelist like "How could he (Bhupinder Singh) have eloped with a British lady and constructed a palace at Chail after being banished when he was just one year old at that time? Probably because of his colourful nature and many wives, he is mistaken by the people," Jaidka said. The author believes that the Maharaja in question has to be Bhupinder's father, Rajindra Singh. She also said, "It led to nothing and then my research in Patiala and Shimla resulted in this novel, which is a story of human interest, and will appeal to all, at any time and age."

"It is on record that Maharaja Rajinder Singh had an English wife. According to the facts that I have gone through, she also had a son. But no one ever knew where the mother and son disappeared. In my book, I have kept them alive and the story is woven around their lives. I may not be correct in my assumption, but when I thought that this might have happened in my head over and over again, I felt as if it was all true," Jaidka explains.

As pointed out at the outset of the paper, it is a teaching module which is a suggestive and complementary but not a comprehensive module. A teacher can

design and module his/her own method of teaching module to cater to the needs of the students at undergraduate level. Any intervention of technology in teaching English Language is welcome. But its intervention should be as a 'walking stick' rather than as 'crutches' and human intervention in teaching cannot be ruled out at any stages of teaching.

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Mobile Phones and Language learning

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Abstract

The main characteristic feature of mobile learning is recognized as the potential for learning process it is personalized, it is spontaneous and also informal. The learners with mobile learning feel greater sense of freedom creating the material suitable for learning. It can be a ideal situation for language teaching and also for language learning .this paper tries to focus on the few advantages of using mobile technology for students at the under graduate level. Here I have tried to experiment the benefits of using mobile phones in learning English as a second language and the areas that I have discussed is paragraph writing and dialogue writing.

The Influence of Digital media and language learning

There is a tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. And the teacher of 21st century need to shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. Teaching English depends on the potential excellence, skills and update knowledge of English teachers. The role of English teacher in present context has remarkably changed because of various factors such as social, cultural, economic and technology developments across the globe. The subject of teaching English at the under graduate level is very wide and the difficulties the teacher faces are at large.

Due to globalization the world is changing rapidly, hence English teacher has to improve and update knowledge of innovative techniques to meet the demand

of changing era. English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the subject and adopt new techniques to change socio, economic status of the country.

Digital resources help motivate learners and bring better learning outcomes. Why do we need this? What is the purpose of digital resource in English classroom? Well learners today are born in digital world and they have endless choices they are extremely fast in getting the information. As English teacher we must constantly upgrade ourselves, if we want the students to see that our classes are relevant, and make more sense rather than the traditional way of lecturing. We need to reflect more upon this digital world and engage with it. Our learners are motivated positively. Geared to learn informally and certainly there is a need to re-conceptualize learning for the mobile age. Thus Mobile learning is inevitable in the coming 2 years. Mobile learning is undergoing rapid evolution. It

is often argued that the mobile devices are particularly suited to support social contacts and collaborative learning.

What do mean by mobile assisted language learning? How does this device work? Needless to say securing institutional funding for computer facility upgrades is a major undertaking requiring convincing arguments. Applications –it provides functions that accommodate mobile device access: video conferencing, email, multimedia chat, discussion forum, wiki blog, data storage and sharing. What is needed to bring the outside world into the language learning process is the ability to communicate. To take photos, make videos, record audio, take notes and share data.

This paper will try to answer the questions like: what is mobile learning? Why mobile learning? What are its Challenges and limitations?

Mobile is a device typical examples are smart phones, palm tops, PDA, tablet Pcs, laptop, computers and personal media players. Characteristics of mobile learning: It is authentic, continuous, situational, portable, personal, mobile, spontaneous, informal.

Mode of learning takes place using content. It is an approach that is assisted or enhanced through the use of mobile devices. Mobile learning is an activity that allows individuals to be more productive when creating information which is mediated through a compact digital portable device that the individual carries on a regular basis, has reliable connectivity and fits in a pocket.

Why do we need mobile phones in language learning? it is only to equip the learners to cope with the new generations

who take the use of sophisticated technology for granted or what if it is ignored? Failing to do so, will only result in widening the gap between teacher ideas about learning and students learning.

Let's start thinking about how the 21st cen learners differ from their previous generation. Now let's look at how digital resources help motivate and bring better learning outcome. What impact does this digital aid have on our students? the impact is very clear, there is a positive learning taking place which does not happen in a actual classroom where the learners are very passive and not confident to open up. The usage of the digital modern devices by the teenagers helps them learning by doing they learn to visit all the sites all platforms like u tubes. They take proper instructions and go ahead to learn the latest technology. It is much more things like they learn by 'trying' it for themselves by doing .But in a typical class, learning by 'doing' seems to be preferred methodology.

Since sitting back on a desk and listening to the teacher all time is not preferable any more. Digital media works as the prime source of information. Now let's at look at how digital resources can help much personal learners so to bring about better learning process. What impact does this digital aid have on students? Advantages of mobile phones in language learning

First of all Language learning through the Mobile phones has major advantages like it is a Learner cantered approach catering to learner needs, it is relatively cheap technology, portable, new and fashionable. It is also potential for learners' autonomy encourages and facilitates peer interaction. Integrate real life into learning situations, class room applications,

educational apps, e books and e libraries, Social media, informal learning activities, networking, interest & support groups, reflective practice, portfolio development for teachers, syllabus design/ material development.

Clearly modern students are carried away by wooing technology and have resorted learning by “trying” themselves. They can search information in the Google and get it done either the good material or just the information related to the subject. It means that the teacher should be focused and be completely informed in the relevant area so that her duty does not become redundant. It reflects on how normally students consume information and how do they interact. That can be used for an independent learning. They are more independent learners and less dependent on the class room text books this means that the teacher is to get the information get focused in the class.

Mobile Phone and language learning:

There is certain Language learning activity designed in the mobile phone meant for language learning for example it can be translations, Listening comprehension, Reading comprehension, projects and report writing, digital story telling tool, Audio recording, photo sharing, video webcasting, video recording, saving chat logs and writing text messages are the few apps catering for language learning process in the classroom. Mobile games- mobile learning can be used to teach second language skills such as vocabulary, pronunciation, grammar, listening, reading comprehension and spelling. Cell phone offers an ideal platform for learning since they are affordable, compact and wireless. Mobiles

are used for sms, video chats, listening to audio, web surfing and shopping.

Mobile phones are considered as miniature computers because of its additional facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. Mobile applications consist of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or downloads, the vocabulary lessons, short definitions of words with examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using actions. The most important features of Mobile Phone Assisted language learning are- social interactivity, context portability, sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting. Mobile phone language learning, this new concept focuses on the need of adopting new technologies to incorporate digital literacy skills to language curriculum.

The language teacher using mobile phones for language learning has four important responsibilities: 1. To know the availability of the online resources and to make language learning effective. 2. Context based selections of the resources according to students group and develops suitable activities that will create opportunities for enhancing both language and digital skills. 3. Need to teach the skills necessary to function in the digital age, including reading and writing digital text and communicating and publishing online. 4. Digital literacy skills are done seamlessly and in an

integrated manner so that the language course is a coherent whole rather than a collection of loose components.

Some important characteristics of Mobile phones: 1. Authentic resources and activities. 2. Online books. 3. Collaboration and communication. 4. Hypermedia. 5. Skills of integration. 6. Just in time learning. 7. Knowledge. 8. Language, style, registers. 9. Multimedia. 10. Netiquette. 11. Online tools. 12. Production. 13. Reading. 14. Spell checks. 15. Text manipulation. 16. Web page publication. Language skills need to be combined with digital skills in order to be useful in the 21st century. Taking in to account both present and future needs of students will result in curricula and teaching that are up to date, interesting motivating and relevant for digital age.

Every student's best friend is the mobile phone instead of banning the mobile phone in the class it possible to set up for collaborative tasks. Mobile phones can be used extensively for various language learning activities like story- telling, paragraph writing, dialogue writing, picture comp digital story- telling and also used for narratives. Mobiles can be used for taking photographs and videos in the class room. This creates an outcome of learning in the class. It is equally helpful for the teacher as he can display the multimedia in the class room with a large screen projector and using an interactive white board. There are plenty of resources available in the approach for language learning. This results in increase of competence and learners understand the right use of apps in the class. There are certain interactive language games perfect for team works and it has been specific for competition students like quiz and cross word. Hang

man noose and Game Grammar section is made easier to remember if the tenses are shown in animated in the class. This approach can be very helpful in language learning. This method helps to capture the attention of the students as he must be able to repeat the whole conversation.

Another question which riggers now is What about visual resources? Students these days are used to learn English using videos and pictures or the text. They can learn new English words and expressions through games and films so what now is the best choice to gauging the English teachers to teach English grammar.

The students discuss things about fast run lives , subjects that interests them is also to be very casual and unscripted and relatively short much like what they want in life. Mobile apps like video blogs, wikis, social networking which help them with faster connectivity and portability. Students speak about the subject what they intend to do in the weekend and that would be the starting point for discussion functional English allows a natural transition and practice. Such a situational video usually gives the students a liking for the functional language when they use mobiles with certain apps like asking for directions, book my show flipkart then the student is able to decipher the usage of the phrases understands the immediate value of situation which attributes to the functional aspect of language learning.

After seeing the situational based videos it becomes important to give the students an opportunity to use that language. The teacher can do this by asking the students to play one of the characters in the video changing one or two details. Finally let us look at online practices, most of the

students spend their valuable time on line to fill the assignments so there is scope for better learning the teacher conducts on line assignments which can be interactive language based , vocabulary exercise or writing tools.

For teachers the biggest advantage in using the digital management system for language learning in the classroom is it helps in gauging the students progress and makes possible to analyze, practice and exploiting the strengths and weakness of the students. Grammar learning online is highly motivating. It particularly helps personalized learning; they can diagnose their problems in language learning and likely to help each student in the class to learn faster. These are few language learning apps in mobile phones like we can access apps like: My Work Book, Learn English grammar, Dictionary Webster, www.Netlanguages.com, & Spell Apps.

There are few disadvantages in this approach of language learning: they are it has its own constraints, as small screen is very difficult for reading, the data storage and multimedia limitations are a setback for continuous learning process. And many mobiles are not designed for educational purposes, many educational institutions would not like to risk for purpose of security, severe monitoring and policing is demanded by the teacher and so not advisable for larger classroom learning.

Challenges and limitations: teacher resistance technology driven materials and practices, institutional rules and constraints, cost, privacy, access to network can be few shortcoming of this mobile assisted language learning.

Usage of mobiles is increasing and penetrating into all aspects of lives, so that this technology plays a vital role in learning different dimensions of knowledge. It is a student oriented language learning process. In fact we can provide a richer learning environment through mobile phones for our language learners.

To summarize the electronic devices are more often can be skillfully exploited to show that learning English is worth- while more gauging for students and more over motivating for the teachers. While Teaching English language focuses on fostering student thinking as well as language content and learning activities. They are significant and complex student-teacher based interaction inside and outside the classroom. These tools that students like makes language practice more natural and more fun for them we can always be certain that having videos animation lessons to be more engaging it is likely to be more entertaining also.

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Motivational Strategies for Reading through Non-conventional techniques: A Practical Approach.

Dr. Parimala Nijigal

And

Prof. Geetha J P

Teaching reading skills to an adult learner is rather challenging. The conventional methods of class room reading through texts, public print media and other academic material appears clumsy, monotonous and uninteresting. Hence there is definitely a need to kindle and arouse the reading spirit among learners through authentic yet non-conventional and beyond the textbooks formality.

This workshop intends to demonstrate that a learning experience can be made memorable and impressionable within the classes through common objects of interests like a label on a bottle of lotion, hair oil, a bus ticket/bus pass, an address proof, the washing instructions on a gasket etc. The workshop intends to show that a bag carried everyday can be a treasure-house of learning material. It also shows cases how any common object where the target language has been used can be converted into a teaching tool, eventually kindling reading skills in students. Authentic material provides day today language, reinforces grammatical structures and vocabulary in context and most importantly, students are self-motivated to read as it is of personal interest.

The workshop is a modest attempt to facilitate the teaching of reading not only as an essential tool 'but also as an enjoyable experience'. It is also an attempt at dispelling stereo type reading strategies.

Procedure:

- Instruct students to form groups of 4 to 5 each. Name each group either any writer's name like Shakespeare, John Keats etc.
- Issue two sheets of paper to each team and let them note their names on both the sheets.
- Each team needs to select one authentic material like a bus pass, driving license, admission receipt, any bill etc and also mention the authentic material selected on both the sheets.
- The teams are given sufficient time (about 20 - 25 minutes) to go through the material and make a note of the vital points on the content of the authentic material on one sheet of paper given.
- Later the teams are to frame questions on the vital points noted down in the second sheet of paper given.
- After the assigned time, both the sheets of paper are to be collected and redistributed among the peer teams.
- Care should be taken so that the original teams do not get their own papers.
- The peer teams can go through the notes and guess the questions prepared. In case it tallies with the original questions framed fine or else it can give room for varied queries also.

- Another task that could be assigned is, that one of the members of the team can be asked to summarise the contents of the authentic material.

This procedure or technique serves a multi-purpose learning. It ensures reading comprehension, note making, framing questions and also summarizing. Such tasks instil diversity and motivate students for better participation. The teacher centric classrooms can pave way for learner centric classrooms. This further means, going above and beyond the text books and conventional teaching-learning process. This makes the classrooms more lively, interesting and interactive too.

Of course this technique of teaching is not hazard free. The size of the class and noise that it generates pose the greatest challenge. Classes of 50-60 can be easily catered to while bigger classes need to be segregated and separately handled as language lab classes. Noise of course cannot be avoided.

But the joy of learning compensates for the noise created.

Profile:

Dr. Parimala Nijigalis a professor in the Department of English, City College, Jayanagar Bangalore. She has presented papers and conducted workshop on English Literature and ELT in several National and International seminars. She has worked extensively on comparative Literature and has been awarded doctorate for her thesis on "Modernity is change: A comparison of the fiction of China Achelu and Shivarama Karanth".

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Universalism of Linguistic Diversity and its Preportionate Effect on Multilingualism

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By far the most suitable country to discuss the above subject is our country, that is India. To be precise the number of languages spoken in this country far exceeds other countries, to be approximately 1500. This is a mammoth figure in terms of multilingualism.

Multilingualism is most perfectly practiced in this country and is very aptly suited to this part of the world. The social structure of our country is based on Multilingualism and is very abundantly practiced. We have several states and each state practices its own language, apart from this they speak 3 or more languages of other neighboring states, whose cultural ethnic background is too close to theirs. By speaking several languages they integrate with the neighbors taste and cultural heritage.

This is purely a stage for Multilingual practice to unilingual action. In this process of unilingual action English Language plays a major role in understanding of the people in their day to day appreciation of the system of languages which integrate them.

English language narrows the gap for the people to come together and enjoy their system of life.

It is estimated that there are at least 6912 languages in the world, which may perhaps be divided into categories such as

language and dialect. Some languages may not have even alphabets but even then they are spoken and understood. In the Indian context I would mention a language called 'TULU', which did not have a script till recently but spoken very widely and understood vigorously in communication.

In fact some of the nationalized banks from the state of Karnataka have adopted to speak this language because even the local people cannot understand the language. Thus by the secretive method of conveying messages without the third person understanding is a master stroke of conversation development. This is one aspect of multilingualism.

The other side of Multilingualism is to cultivate to speak in different language with different people of different origins. While doing so the society cleverly uses the English language in order to propagate their ideas, This helps the opposite party to understand what the other person is conveying.

In one stroke this acts as unification theory of other languages and puts English language as a bridge to bring in understanding among the citizens of this country. It is a old concept still working and improving.

A better society will prevail if multilingualism is practiced. Continuing

with the bilingualism and multilingualism. The following table gives the language table of different languages of the world.

CONTINENT	COUNT	PERCENTAGE
AFRICA	2092	30.3
AMERICAS	1002	14.5
ASIA	2269	32.8
EUROPE	239	3.5
PACIFIC	1310	19.0
TOTAL	6912	100.0

The above table shows how the language is distributed around the world. We also see that Africa and Asia has larger chunk of languages than Europe and Americas.

Ethnologies provides the information regarding the size and the no. of speaker of different languages, out of 6912 languages spoken in the world, 40% of them have the most common languages such as Mandarin ,Hindi, Spanish,English,Bengali,Portuguese, Arabic and Russian, and nearly 4000 languages have a low percentage (2%) are spoken and in few cases very handful of them speak, these languages and nearly 516 languages are nearly extinct and are spoken by very few elderly people. Some languages are prevalent in south Americas and Amazonian forests areas and some are in Asia pacific and Africa.

There is a data base from which we can see actually have many languages are in danger list from the Ethnologies list.

The data shows the following classification

1. Africa 46
2. The Americas 170

3. Asia 78
4. Europe 12

ree circle model in order to show the presence of English language in different parts of th5. Pacific 210

Total 516

Multilingualism is very commonly practiced in India , for example the state where I am living namely karnataka people speak kannada, as a main language, while Tamil, Telugu, Malayalam, Urdu,Hindi,Marathi are spoken as additional language are used for conversation and as well for studying. Peculiarity about this is that Hindi is the Main national language but there are no Hindi medium schools or colleges, on the other hand some sub-languages such Tulu, Coorgi and many more sartorial languages exist and practiced. Though certain languages do not have script it is used as a spoken language only, which connects people of that segment, Even there exists a gap of understanding. The English language provides the Bridge for connecting the different languages. The British through the colonial rule have provided a concrete tool with English as a main stream language for official and Academic level Exposure.

In India almost all Universities are run under English Medium rather than the local languages. It is very, very difficult to run the show with local language without any proper Infrastructure, such as books, teachers of different faculties etc.etc. Taking all these into consideration, we feel that Multilingual is a necessity in the local area theatre.

That do not mean it is not true in international level, For example if you

consider Europe or Asia where different languages are spoken.

The Europe is pristine with French, German, Latin, Italian and other languages. But in Europe Multilingualism is not practiced so vigorously as it is in India or south east Asia.

In India there are too many languages which are written and spoken fluently, Even then the English language plays a pivotal role for all purpose of official works. So Multilingualism is prevalent in India is very useful for the day to day usages.

The same is true in some South East Asian countries such as Singapore, Malaysia, Indonesia, Philippines etc. etc. The languages common in use are Mandarin, Tamil. Indonesian, Malay, Japanese, Philippines etc.etc. while English acts as bridge language among all these languages and is practiced very vigorously among all countries.

Professor Kashrus (1985) of CIEFL has designed a circle model in order to show the presence of English language with vast and different cultural and Heritage differences. The progress of the language is settled in some parts of the world and un settled in some other parts of the world.

The fanaticism of Arabs, Japanese and Chinese have kept their language concerned to their region, but even then the English

language has crept into their domain and has made it a global phenomena best suited to keep the other languages in intact. With the changing world, Multilingualism is spreading like virus and will catch up with most of the languages and create a unique situation where several languages co-exist and create a environment which has a universal effect. This way the whole world will have the reason to rejoice and represent packages of languages for development and other purposes.

This argument holds good for both biodiversity and co-existence among all diversified languages system of the world for a unique multilingual system.

This is something like eating different varieties of food on different occasions at different places and still enjoying its beauty at different levels. Therefore say with conviction that Multilingualism must stay and every one forge ahead to to stay united to develop the unification theory both culturally and literally to create a unique world of different languages to narrow the gap of diversity in all aspects of life on this earth.

Ref.Statistics

1. Benefits of linguistic diversity and multilingualism

Language through Literature

Man speaks, we speak when we are awake and we speak in our dreams.

- Wilhelm Von Humbold

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Abstract

The paper is an attempt to analyze the study of 'Language through Literature'. The paper takes a look at Language in the present scenario with Literature. Language, the closest neighbourhood of man, is bestowed only on man. The known fact is, English is a Globalized Language. Language, the tool of expression, takes us everywhere. The advent of Telemetric plays a mandatory role in honing English language. The language is further enriched with the aesthetics of Literature. Moreover the paper focuses on the effective use of Literature to enhance Language. William Blake's famous poem 'A Poison Tree' is analyzed and the language is critically appreciated. The paper proposes that 'Literature is Language, Language Literature' Language, the closest neighbourhood of man, is bestowed only on man. Language takes us everywhere. To have a reflection on Language - means to search the speaking of language in such a way that this speaking takes place which grants an abode for the being of mortals. In the words of Martin Heidegger, Language is a tool of expression. Speech is regarded as an activity of man. Hence, language is as essential as breathe.

English Language has acclaimed a worldwide recognition. Than learning the national language, every nation gives priority to have access to universalized language - 'English'. To acquire the knowledge in English in contemporary scenario, 'Telematics' plays a prominent role. IT facilitates to enhance one's potentialities, especially of students'.

To acquire knowledge in all branches, a common language that can be understood is English. Thus, "Amalgamation of Languages & Technology" is witnessed. The arrival of

the personal computer in education did not appear to be greatly significant at first; now it serves as the best tool in the field of education. Classical educational setting is replaced by use of media literacy. Students are made to use Telematics to increase the knowledge and feel the responsibility for their own educational development as "Younger generation is geared towards immediacy".

Youngsters are already finding ways to create and collaborate within the networked media beyond the classroom. Their 'finding

ways' result in 'CONSTRUCTIVISM'. Constructivism fosters critical thinking and creates active and motivated learners. The learners are autonomous, inquisitive thinkers who question, investigate and reason. Hence the role of educators is so challenging.

A good teacher is a master of simplification and an enemy of simplism

The present generation students are stuffed with knowledge and sent to this world. An educator, to face the present generation has to be updated with his knowledge especially with the use of "TELEMATICS". Students now a days never wish to memorize what the educator says, instead he wishes to learn by himself. It becomes the duty or responsibility of the educator to make him teach himself. The identity of the best educator is

One who suggests rather than dogmatizes and inspires

his listeners with the wish to teach himself

Media Literacy becomes the effective tool for teaching and to be the best educator. It enhances one's knowledge with full of creative and innovative ideas.

Teaching should be full of ideas instead, stuffed with facts.

Educators need to think about how Pedagogy can the Technology than the Technology pushing Pedagogy. Though the use of 'TELEMATICS' consumes lot of time, it is 'user friendly'. It helps the educators to enrich and widen their knowledge. The output of the learning is witnessed in their teaching.

Having presented an overall view of Language, Technology and Role of Educators, the proposed paper attempts to use 'Literature' as a tool to 'Language'.

Literature is an invaluable resource of language motivation. It encourages language acquisition, expands language awareness, interpretation skills etc.,. BBC says that the use of literature is enjoying a revival for a number of reasons. Having formed a part of Traditional Language Teaching Approaches, Literature became less popular when language teaching and learning started to focus on the functional use of language.

Literature provides opportunities for multi-sensorial classroom experiences. It can appeal to learners with different learning styles. The texts are supplemented by the use of CDs, film clips, audio & videos, theatrical effects, etc., enhance the richness of sensory input of the students.

In the contemporary scenario, literature is being revived by the use of telematics. Literature can be accessed widely by the use of various blogs, websites, e-books, e-libraries, e-journals. Telematics highly motivates the learners to undertake research and publish papers, journals, articles. Even children are motivated to cherish literature.

All the genres of literature, like poetry, drama, novel, short stories, biographies, autobiographies, essays help one to enhance one's language skills. In the proposed project, the most cherished genre of literature, poetry is analyzed for enhancing language through literature.

Poetry augments new ways of listening to and thinking about language. Learners can be motivated to acquire knowledge in language by the way of writing poetry. In

this regard 'ACROSTIC POEMS' would be a great help to develop language skills.

Using the letters in a topic word, composing poem beginning with each letter.

S - Shiny Galaxy

T - Tiny that Twinkles

A - Along with the

R - Racy sky

"Poetry is the spontaneous overflow of powerful feelings and emotions recollected in tranquility" - William Wordsworth

To quote with Wordsworth's words, poetry comes as naturally as leaves to a tree. Hence, learners can use poetry to express their thoughts as expressions are expressed through language

Considering William Blake's 'A Poison Tree', expresses the inner mind of the protagonist.

A Poison Tree

I was angry with my friend;

I told my wrath, my wrath did end.

I was angry with my foe:

I told it not, my wrath did grow.

And I watered it in fears,

Night & morning with my tears:

And I sunned it with smiles,

And with soft deceitful wiles.

And it grew both day and night.

Till it bore an apple bright.

And my foe beheld it shine,

And he knew that it was mine.

And into my garden stole,

When the night had veild the pole;

In the morning glad I see;

My foe outstretched beneath the tree.

'A Poison Tree' explores man's inward regions and exposes his feelings and impulses. It is a tale of 'anger' expressed and suppressed. Blake believed that it was wrong to suppress one's natural impulse, be it love or hatred. The poem examines the man who is in rage towards his friend as well as enemy. His pretended friendship with his enemy is well caricatured in the following lines:

And I watered it in fears,

Night & morning with my tears:

And I sunned it with smiles,

And with soft deceitful wiles.

Towards the end of the poem the enemy falls in the trap of the speaker and meets a disastrous end. The happiness of the speaker is interpreted in the poetic lines-

In the morning glad I see

My foe outstretched beneath the tree -

The poetic lines convey the innermost sadistic impulses that lurk beneath every mind. The speaker in this poem is not self-critical in the sense that he deplores his deliberate hypocrisy. But he is explicit enough to give a complete description of the poisoning, not only of his enemy but also of his own life.

'A Poison Tree' is a symbolic poem. The tree represents wrath, water represents fear, apple symbolizes the fruit of deceit which results from repression. This deceit gives rise to the speaker's action in laying a death trap for his enemy. The deeper meaning of the poem is that aggressive feelings, if suppressed, almost certainly destroy personal relationships. However, the poem is a simple, ordinary story.

'A Poison Tree' has much psychological value in its exposure of the seamy side of human nature. Its relevance in the modern context is obvious because it explores human relationships.

The theme is a universal one. As the poet has been able to register simultaneously the different reactions of an individual towards his friend and foe. The poem does give honour neither to the speaker nor to his victim. Both are malicious and vindictive and damn themselves.

Learners are 'Builders' and 'Creators' of meaning and knowledge. To such thirsty learners, Literature serves the best tool to hone one's language skills. Thereon, Language and Literature are inseparable.

John Keats says, "Beauty is Truth, Truth Beauty". The maxim the paper proposes is

Literature is Language, Language Literature.

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Learner-centric approach, a re-view

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Teaching English is a challenge always in a classroom situation. There has been a big leap now in the teaching approaches from the past to the present day. Teacher is not the source of information and knowledge anymore. There by the focus of teaching is shifted to learners. Instead of instructing the students, teaching method has to change to suit the learner's need. Thus an analysis of learner is primary.

Psychologists Howard Gardner and JP Guilford have introduced different kinds of intelligence based on the idea of different styles of learning. However it can be classified into three basic modes such as visual learning, auditory learning and kinaesthetic learning.

1. Visual learners

A student, who can learn best by looking at information through written words, actual pictures or the real scene of the learning materials is a visual learner. Most of the visual learning students are

divergent thinkers rather than convergent, hypersensitive and vulnerable to corrections.

2. Auditory learners

The strongest learning mode for any learner is hearing, which is a significant aspect of the development of the linguistic competence. An Auditory learning student is one who best learns by listening. Such students enjoy learning, when they listen to classroom lectures and group discussions.

3. Kinesthetic learners

A Kinesthetic learner or a tactile learner and will learn by implementing the concepts physically. These students will best benefit from experimental learning. They tend to do well at projects and field studies.

The universal fact is that all three styles of learning are equally important. Educators can make their teaching more effective by identifying the learning styles of the students and training them accordingly. Only then can students attain high levels of academic excellence.

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Teaching English through classroom activities

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Abstract

Activities are effective teaching tools and have many positive aspects, including the creation of opportunities for students to communicate in a relaxed, friendly, and cooperative environment. Activities reduce tension by adding fun and humor to lessons, and they add an element of competitiveness that motivates students to participate and involve themselves in it. It's very useful for them. They will eradicate their stage fear, and they can improve their language skills, it enhances Listening, Speaking, Reading, and Writing skills. these classroom activities follow the Edutainment process, students are able to learn with fun. It contains Education well as Entertainment together, the student just enjoy it.

Few examples for classroom activities are as follows;

Activities

1. word games and word puzzles

An activity to develop their Vocabulary knowledge, they learn many words along with their meanings. Ask them to use new words in a daily life. It helps readers and listeners to understand the meaning effectively. It helps to enhance communication skills.

2. Group Discussion

- Topics will be given to each group. Forming students into two groups,
- Students will learn to participate in a Group discussion with their points.
- Use of simple language, and familiar words and short sentences.
- They learn kinesics concept, (study of one's body's physical movement. For

ex; physical appearance, eye contact, facial expression, gesture, posture etc...

3. Introduce your Friend:

Two students should give each other's introduction.

About their hobbies and life style, so a teacher can develop communication environment among the students, even students can have better understanding of their friends, it ll build good coordination among them. They made friendship with co classmates. Try to adopt good points of their friends. They just enjoy this activity.

4. Role Play;

Role Play; refers to the acting out of the parts of different characters. Enacting helps students to learn how to speak effectively in different situations. At the initial stage, participants can start without any prior preparation. However, as more complex situations and roles are assigned, it will

require a certain amount of groundwork and discussion among the students.

5. Marketing of things

Students have to choose one thing. They will learn business tactics and advertisement skills, they get exposure to the outer world. Get confidence to face the competitive world. Can improve their communication skills. for ex: pen, book, bag etc... they should convince the people to buy that thing, by their skills of speaking.

Conclusion

Students learn better when they're having fun. They relax and lose some of the anxiety that often comes with learning

a new language. It is very useful for the improvement of English language. activities are very helpful for teachers and students.

This collection of activities for English language teachers should arouse some enthusiasm after a vocabulary drill or new grammar study. these exercises are aimed at helping your students get to know each other better and practice speaking with confidence in the classroom. English classes of all sizes and ages can get involved, meaning children, and school teachers can all participate.

Assessing Reading Comprehension Orally Via Smartphone

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Abstract

Due to, advancement of technology most of the learners are techno savvy's. It is difficult to sustain their attention in reading activity. In this, context developing reading skill and constant assessment assumes significance. Comprehension is essence of reading process. It is difficult to get details of learners what they comprehend from the text read. To assess the reading comprehension of a learner constantly and to know the outcome of reading activity, investigator used smartphone as tool to assess the reading comprehension orally via smartphone. In this view investigator decided to conduct case study to assess the reading comprehension of a learner via smartphone. For this case study the subject selected from the fourth grade. To assess the reading comprehension of subject orally via smartphone investigator selected five lessons from the fourth grade English text book. The investigator designed the tasks by considering the components of oral communication skills. They assess reading comprehension of a subject 10 days. Details of the daily practice session were recorded in the smartphone and profile maintained by the investigator. After the 10 days practice and assessment, data recorded analysed qualitatively by the investigator. The analyses data reveals that assessing reading comprehension orally via smartphone enhances the comprehension level of subject.

Keywords: Assessment, Reading Comprehension, oral, smartphone.

Introduction

Principal function of assessment is to know and improve student's knowledge. It is difficult to know the details, what the student read. Most of the student's are acting like reading they are not read. Besides these purpose, to monitor the student's progress, to identify the barriers in learning and development, to know the effectiveness of instruction, and grading. Classroom teacher need to assess student's

reading comprehension by keeping the aforementioned purposes in mind. It is difficult to know the comprehension level of student's. Hence, teacher can make use of the techniques, which really help them to realize the purpose of reading. Assessment should enable teachers to build up a detailed account of children's strengths and weaknesses as readers (Browne, 1998). Each time children read a piece of text or use books in the classroom the teacher is alerted

to what they are able to read (Browne, 1998). It is difficult for a classroom teacher to notice and correct misunderstanding and to provide assistances. Assessment helps to identify barriers that learners may have so that we can plan teaching that will help to overcome the barriers (Department of Education, 2002b). Assessment data can assist the teacher in planning flexible groups, and determining which learners need more instruction as well as monitor learner growth in reading and provide timely information for instructional decision making (Fox, 2004; Shellard, 2003). Assessment helps teachers to decide whether a student progressing or not. Based on the performance teacher decide the grade of the student's. Hence, it is viable to use smart phone to assess the reading comprehension orally. This in reciprocate helps teacher to monitor student progress, identify their barriers in reading, to know the effectiveness and grade them based on the performance of the student's in reading comprehension tasks assigned to them. Hence, investigator conducted this qualitative case study to assess reading comprehension of the subject orally by using the Smartphone.

Objectives of the study

1. To familiarize how to assess reading comprehension orally via smart phone?
2. To know the effectiveness assessment of reading comprehension orally via smart phone.

Methodology

A qualitative case study was conducted by the investigator. The purpose is to assess reading comprehension orally via smart phone. For this study, investigator selected subject who is studying in 4th standard in a pre-primary school. For the ten days

practice sessions, the investigator selected five lessons from the 4th standard CBSE English text book. Investigator designed fact finding reading comprehension tasks by keeping the components of oral communication skills such as language, speech and presentation after designing the tasks, investigator assigned scores for each tasks and each component of oral communications skills. For each tasks investigator assigned nine score and one to each component. Investigator presented three tasks in a day. After that the investigator oriented the subject about the components of oral communication skills and details of the practice session. Ten days practice was given to the subject of the study e.i., is to assess the reading comprehension of the subject orally via smartphone. The investigator recorded the progress of the subject in reading comprehension skill profile of a subject. After the ten days practice, investigator analyzed the data qualitatively.

Material:

1. Five lessons from the 4th standard CBSE English Text book.
2. Reading comprehension 30 tasks designed by the investigator.

Sample: Single subject fourth grade student was selected for the case study.

Procedure:

Investigator after selecting the lessons from the 4th standard CBSE English text book, asked the subject to read the lessons accordingly the time prescribed by the investigator. When the participant is completed the reading, investigator presented three reading comprehension

Details of the Practice session

Day No.	Name of the lesson	Components of oral communication skills	Reading Tasks type	Score
1	Neha's Alarm Clock	A. Language	Fact finding	27
2	Neha's Alarm Clock	i) Vocabulary		27
3	Nasruddin's Aim	ii) Grammatical correctness		27
4	Nasruddin's Aim	iii) Clarity in expression.		27
5	Alice in Wonderland	B. Speech		27
6	Alice in Wonderland	i) Accuracy		27
7	Helen Kellar	ii) Continuity of ideas		27
8	Helen Kellar	iii) Pronunciation.		27
9	The Scholar's Mother Tongue	C. Presentation		27
10	The Scholar's Mother Tongue	i) Audibility		27
		ii) Modulation of voice	27	
		iii) Speed	27	

Data collection:

Investigator collected the data by using reading comprehension tasks designed by them. The following table presents the data collected by the investigator during 10 days practice sessions.

Day No.	Score in Components of oral communication skills (%)			Total Score (%)
	Language	Speech	Presentation	
1	6	5	5	59
2	6 1/2	5 1/2	6	66
3	6 1/2	6	6 1/2	70
4	7	6 1/2	7	75
5	7	6 1/2	7	75
6	7 1/2	7	7 1/2	81
7	7 1/2	7 1/2	8	85
8	8	8	8 1/2	90
9	8 1/2	8	8 1/2	92
10	8 1/2	8 1/2	8 1/2	94

tasks to the subject per day, after that the subject is asked to record the tasks in a smart phone. After the completion of the tasks investigator assess the tasks and scoring is done. This was recorded in the reading comprehension profile of the subject maintained by the investigator.

Analysis of data:

The data were analyzed by the investigator by keeping the components of oral communication skill. The Investigator assigned nine scores to each tasks and one to each components. The scores obtained by the subject in each component reveal that scores in regular practice session in reading comprehension assessment orally via smartphone has improved. In the Regular practice session scores obtained by subject shows positive improvement in reading comprehension. Teacher can make use of this technique to assess the reading comprehension of the learner in their regular classes. The regular practice in assessing reading comprehension orally via smartphone helps teacher to realize the purpose of assessment of reading comprehension and form the proper reading habit among learners.

Conclusion:

Assessing reading comprehension is complex process. It is difficult obtain to the details of text read by students and whether

they really comprehend the assigned text or not. The investigator assesses the reading comprehension orally with support of smartphone. This in turn, helps to improve and develop comprehension skill as well as oral communication skills of learner. It is difficult for most of the teachers to assess the reading comprehension of their learners. These techniques will be helpful for teacher to know their students level of comprehension and take necessary measures to improve their comprehension level.

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Teaching English in the 21st Century Challenges Ahead

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My paper attempts to embrace a number of aspects of English language teaching and learning, which altogether recognizing the contributions of many related fields determines goals, purpose and strategies which suit the modern-21st century learners. Also, as relevant those engaged in teaching English and planning language programs should have accepts to various kinds of information which are important in language planning process.

In today's world where "value for money is the ruling principle, the English teacher need to perform and show concrete result the way professional in any field do. They cannot afford to be complacent. English teachers have to boldly face the challenges posed by globalisation and information technology evolution. There is a need to constantly update the knowledge and acquire new skills and methods of teaching. There is need to update computer knowledge and internet- fluently without losing much time because computers are poised to be used extensively in language class-room of 21st century. Teachers above everything need to adapt to the new thinking and be receptive to new ideas such as looking upon themselves as professionals to develop higher level thinking skills.

What's actually new is the extent to which changes in our economy and world mean that collective and individual success

depends in having such skills. If we are to have a more equitable and effective public education system, skills that have been the province of the few must become universal.

The distinction between skills that are novel and skills that must be taught more intentionally and effectively ought to lead policy makers to differ education reform than those they are now considering. If these skills were indeed new, then perhaps we would need a radical overhaul of how we think about content and curriculum. But if the issue is, instead that schools must be more deliberate about teaching critical thinking collaboration and problem solving to all students must be more deliberate a about teaching critical thinking, collaboration and problem solving to all students then the remedies are more obvious, although still intensely challenging.

21st century learning refers to the skills technologies and insight that leading edge educator, companies and organizations are using to create learning systems that are better suited to the emerging challenges of the 21st century. As such, the emphasis tends to be on a new approach that transcends and outperform older methods of teaching and learning.

A growing number of business leaders, politicians and educators are united around the idea that students need 21st century skills to be successful today. It's exciting

to believe that we live in times that are so revolutionary that they demand new and different abilities. But in fact, the skills students need in the 21st century are challenging.

Critical thinking and problem solving, have been components of human progress through history, from the development of early tools, skills as information literacy and global awareness are not new. The need for mastery of different kinds of knowledge, ranging from facts to complex analysis is at challenge.

The role of English language teaching in global atmosphere is a confusing issue for many teaching professionals. Critical theorists articulate the need for professionals to recognise the hegemony of English in the process of development and globalization and therefore to reflect on their role in perpetuating the inequities associated with English as the language for development in more neutral terms, suggesting the inequality of the spread of English and noting the value English holds for individuals and societies in need of development.

An understanding of the role of language education in economic development should begin with a definition of the concept of development that all parties concerned can agree on. Unhelpfully, two of the principal protagonists in this process, namely economists and language educators, tend to operate independent of each other. In studies of language and economics, reference to economic models tends to be limited to rich countries, as in discussions of the benefits of bilingual education. A review of the literature on the role of language education in economic development reveals that mainstream economists and language

educators tend to operate on the basis of different conceptions of what economic development entails.

Mainstream, classically trained economists often charge social scientists by implication with advocating worthy but unrealistic development goals and methods. Language educators, meanwhile often reject what they see as the corporate- friendly stance of mainstream economists and the dehumanizing models they use to gauge economic development. It is in the nature of human mind to keep questioning and challenging the beliefs of the day, verify their veracity and validity and come out with new ways of looking at things often proving the old wrong.

The critical thinking of the works in the field of language education discovered new avenues beginning around 70's, some assumption that were based on the behaviourist learning theory working in tandem. In 1957 and 1959, Noam Chomsky claim that the faculty of language has a cognitive origin it is creative, not imitative, only a minimal input is need to trigger off the minds biologically programmed capacity to generate every new sentence and create them through a highly complex set of transformational rules. Developmentalist view of cognitive psychologist like Piaget support that language learning is mind based, not habit formation based. There is no doubt that just knowing rules does not help much when it comes to using language spontaneously. But just as admitting no interface between acquisition and learning in Stephen Krashen's distinction, so is the dismissal of the role of metalinguistic knowledge in learning English. It is not only a question of choice between teaching the language and teaching about it. There are

such variables as learning goals, learner's age, learner's level, and the learner's own proficiency in the target language which are to be taken into considerations. For, mature learners' can discover shortcuts to many complexities of the target language in less time than through purely inductive process.

With a language like English being taught and used across the world to speakers of a host of other languages their social and cultural ecology is bound to exert pressure on the resource of the language to make it respond to local needs. This would result in several varieties and divergent, usage as valid and acceptable as the native speakers. In addition, in a language like English there is a wide variety within native speaker's usage as they are located at different levels and in different areas of the world. Even within one region there may not be a monolithic standard. A language used so widely belongs to the users and cannot remain the proprietary of its native speakers. So where is the justification for the dictum that "language is what its native speakers say?"

The truism that languages are different led to an erroneous derivation of guidelines for classroom pedagogy. Among other things it led to a wrong identification of very many strategies. It also led to the development of an elaborate machinery of contrastive analysis that claimed it could predict potential areas of English language learning and difficulty. The linguist's perception of language being different on the surface led to perception of prescription of formulations for language teacher to counter the occurrence of language errors in learner's output. Changed perspectives of why errors occur at all and how they are

strategy uses- related, pulled the rug from under the feet of error- eradication moves. Learner's errors in their language output, as we know are now viewed as significant indicators of learning effort.

During this middle phase the utility of the study of literature came to be distrusted. The way it was taught as part of language studies was seen to be of little use in furthering the learning of the target language. Where learners needed competence in language skills, they were served a different menu. Literature reading and the learning of a second language were seen as unrelated, if not antithetical to each other, in which the former had little to contribute to the latter. This is not, however to justify the way in which literature is taught. Today we see literary texts as rich resource for language teaching when used in a proper way. Another challenge is monoglot teachers circulated the myth that knowing two languages was added to intelligence. Behind this was the suspicion of the bilingual learner's mother tongue. We now know how additive bilingualism enriches the learner's resources. Also, the learner's knowledge of their mother tongue can be used profitably in a variety of ways. Having been stigmatised as something unwanted in teaching English translation has come to be re-valued as a useful aid.

Studies in language acquisition brought to the fore a new set of insights for language teachers on such matters as hypothesis formation, creative construction, the importance of meaning, focusedness, authenticity, information gap, interaction, input, learner factors, learning task and the role of affective factors. This list is just illustrative and not exhaustive. The moot

point that emerges is that a new construction of language pedagogy is on stage.

To recapitulate what we have understood so far, much has happened in the field of ELT during the 20th century. The paradigm to teaching English has swung twice over. GTM mediated pedagogy was rejected for pedagogical styles. But these approaches were flowed on account of a concept of language that considered it basically as structures which had to be mastered without much attention to their use, appropriate to the social context. Hence, communicative language teaching approaches, a convergence of many streams of influence coalescing into one, emerge as a major movement. Some of these influences derive from hypothesis like those about LAD and some from SLA research and some are based on new ideologies. Today we feel we possess a theory and a philosophy of SLT which is most convincing and appealing.

In the post CLT phase the process continues of rediscovery and reassertion of some old practices that had been stigmatised. The fact that despite its castigation, teachers have continued using in class-rooms, the learners MT across the globe is a kind of testimony to its usefulness. Learners have always taken recourse to their knowledge of the mother tongue as facilitator in their use of learning strategies and communication strategies, a process now being recognised as legitimate. Discerning teachers have taken help of the language if they happened to know it.

Ryburn (1933) said on "English and the MT" to cite him—"it must be remembered that there are other subjects in the curriculum which are just as necessary as English and which should not be subordinated to English. The mother tongue

is one of these----- as a matter of fact it should not be a question of subordination. It is a question of co-operation. There is sometimes a false antithesis set up between English and MT, it being wrongly supposed that if the latter is emphasised, the former suffers. As far as the teaching of English is concerned MT can be a greatest assistance. Ryburn has more on this: "if sufficient attention is paid to the teaching of mother tongue and if it is well taught, habits may be formed in that classroom which will be of the greatest value in connection with the learning of English. These habits moreover are formed much more easily and naturally in connection with the MT than in connection with English.

The habit of speaking well should first be cultivated in the MT classrooms. If it is not done there it will be doubly difficult to get it in the English classroom. Creating language awareness has received a lot of attention of the educationists CLT has come to realise, after considerable debate that consciousness- raising activities should form an integral part of second language teaching. Instead of trying to teach the rudiments of grammar as so often as we do, it is good to encourage grammar of the mother tongue as a basis on which to work and could give English equivalents for such things as are similar " we sometimes find the idea that translation is to be avoided at all costs when teaching English. This is the result of a too whole- heart acceptance of the direct method and its principles. Translation can be a very useful means of teaching English.

English language teaching was/is a central part of education and will be as Stern puts it "Teaching and learning of second language/ English must be regarded as a

necessary part of total personality formation in the modern world since it should enable a person to live and move more freely in more than one culture and free from the limitations imposed by belonging to and being educated within a single cultural group and a single linguistic community”.

Though time never stops, the beginning of a new century, however notional is a harbinger of hope for the better. It is with that hope that one sets out making plans for the future. The visibility of all directions at dawn may not always be very clear. Yet the dawn is the beginning of a new day. What the day holds in store is a different matter.

Teaching skills: For 21st century educators need to lead to what is a paradigm shift, we have started to witness in the educational scenario. As Andrew churches comes out with eight highly effective characteristics of 21st century teaching.

1. Adapting
2. Being visionary
3. Collaborating
4. Taking risks
5. Learning
6. Communicating
7. Modelling behaviour
8. Leading

Learners’ drive is from passive into active learning is becoming consciously responsible for the personal growth treads lifelong learning path. Curiosity for information directs them to the digital portals. In this regard, let’s retrospect/introspect the need of guides, coaches, facilitators, advisers to cater to the emergence of students, to act and perform multiple roles.

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The Prime Role of Technology In Teaching English Language

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Abstract

This research paper emphasizes primarily upon the role of information technology in teaching English language. Today, Technology acts as an instrument in due course of teaching. It perpetuates the teacher to render their teaching in a very effective manner. To learn better English, the need of technology becomes a tool in providing a platform to the learners of English language.

The paper also explores how teachers perceive the use of technological resources in English Language Teaching. The main intent of this study is to define the teachers' approach (attitude) of using technology as a means to coach students' with different pedagogues of teaching (ELT)

In teaching and learning of English language, the latest technologies such as Internet, Electronic Dictionary, Email and mobile phones plays a dynamic role in transmission of teaching. It also directs to make English teachers conscious of the strategies to exercise technology in an effective mode. In order to apply this new teaching style to serve the English language teaching more effectively, we need to make proper use of the advantages and avoid the disadvantages to attain good outcome. The last two decades serves as a better example that have witnessed a revolutionary change due to the onset of technology; the way in which the process of teaching and learning is carried out. This rapid intensity and growth of information technology has offered a better model to discover the new teaching patterns.

Keywords: Information Technology, Usage of Technological Resource of ELT, Teachers' Approach, New Teaching Patterns.

Introduction

English language is widely used across the globe. The role and position of English is that it is the language of social context, socio-cultural, business, education, curriculum and language of imparting education. It is a fact that these technologies have industries, media, library and communication across

borders, and key subject in core witnessed success in replacing the traditional teaching methods.

The immense resources and opportunities that computers and Internet offers new tools, approaches, and strategies in language teaching and learning. As the

numbers of English learners are increasing day by day, innovative teaching practice and methods have to be introduced to increase the effectiveness of the teaching process of English language. It is important to understand the bias and stereotypes that teachers may grasp the use of computers and the factors that act as facilitators to teachers with 'positive computer usage'. The success of student learning any language with computer technology will certainly depend on the approach of a teacher with his/her readiness to embrace the technology. The use of English language has increased rapidly after 1960. And has increased its popularity. Teaching English language has a need for qualified teachers to instruct the students in the latest techniques but some majority teachers still teach in the traditional method. There are many techniques applicable in various degrees of language learning situation. The teaching principle should be flexible in understanding the new technologies and functions where they present something positively useful and never let machines take over the place of the teacher.

Role of Information Technology in English Language Teaching

Language teaching in general and English language teaching in particular has tremendously changed over the centuries. Many major theories, events, trend and technologies which have shaped English language teaching during the past decades suggest methodologies are as much a product of their times as educational systems, and rooted in the ideas of their time. Ideas may come into and go out of fashion. Information technology has widened access to education. Information technology makes education available to a wider range of learners. Teachers

who use classroom computers for project-based or differentiated instruction reach students with different learning styles. Information technologies in English language teaching can actually assist with some of these expectations and make teachers and their students be more successful. However, as the world becomes more complex year-to-year instead of the generation-to-generation pace of most of the last century, educational needs continue to shift from teaching and learning isolated skills and information within each content area, to teaching skills that enable students to solve complex problems across many areas. So the primary factor for enhancing the learning productivity of students is to have teachers who are competent and knowledgeable about appropriate and effective use of information technologies in English language teaching.

Use of Technology in Teaching English

The conveying of language and literature has always involved technology. In 2007, using computers in English language classes for word processing has had more than a generation of practice and research. There are, however, other technological tools that can be utilized in language teaching and learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully student must be familiar with using computers and internet, and capable of interacting with these techniques. The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning

results. The use of computers in English language classroom is useful for both teachers and learners. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses.

The Growth of ELT Through Technology

English Language Teaching has a testimony for many years and its importance prolongs to grow, fuelled, moderately by the Internet. 21st century is the age of globalization and is important to seize on various foreign languages where English language stands first. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair enough to declare that the growth of the technology has assisted the growth of the English language and this has occurred at a time when computers are no longer the exclusive areas of the dedicated few, but rather accessible to many. And as a result if we neglect or ignore technological developments they will still continue and perhaps we will never be able to grab up, irrespective of our discipline or branch. For this reason, it is important for language teachers to be aware of the latest and best equipment and to have a complete knowledge of what is available in any given situation. There are several reasons why all the language learners and teachers must know how to make use of the new technology. Hence, we also need to give emphasis to new technologies to develop self capacity to instruct and to design the minds with creative methods.

Teachers' Approach Towards Technology

Teaching and learning English language becomes easy to transfer the required information through Software availability and teacher willingness to use the software can have positive effects on the teachers' attitudes towards the implementation of technology in the classroom, Interactive venues and discussion boards can assist teachers to learn with information technology instead of exclusively using the technology to teach (Coniam, 2002; Ducate & Arnold, 2006). Positive attitudes toward technology integration improves learning to use technologies in teaching and learning; negative attitudes hamper it. This does not necessarily mean that only teachers with positive attitudes should be included in technological training activities. It also does not signify that negative attitudes among participants need to be valued and addressed, and that positive attitudes must be encouraged and developed. Teachers often recognize that their students do indeed require supplementary input and output activities to help the learners to learn and improve their language skills. The development of teachers' positive attitudes toward ICT is a key factor not only for enhancing computer integration but also for avoiding teachers - resistance to computer use.

Adoption Of New Teaching Patterns In ELT

The art of teaching does not lie in accessing a checklist of skills but rather in knowing which approach to adopt with different students, in different curricular circumstances or in different cultural settings. Technology has accompanied the process of language teaching and

learning for many years. Cassette players and television were traditional primitive technological tools, which were used in language classes as pedagogical aids. Today, when we think about technology, the first teaching aid that appears in our vision is the computer. Likewise, in the field of English language teaching, computer is a good teaching aid, especially since it has been complemented with the connection to the Internet.

The necessity of application of information Technology to English teaching are

1. Offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.
2. Seeks integration of teaching and learning and provides the students with greater incentives.
3. Activates students' thinking and helps them to transform English learning into capacity cultivation.
4. Inspires students' positive thinking and communication skills in social practice.
5. Widens students' knowledge to gain an insightful understanding to Western culture.
6. Stresses the role of students and enhances the importance of "interaction" between teachers and students.
7. Helps students to use the new technology to their advantage, such as manipulating the network to contact teachers and receiving answers by email.

Conclusion

In English language teaching and learning, we have a lot to choose from the world of technology. This rapidrising and development of information technology has offered a better pattern to explore the new teaching model. Using multimedia to create a context to teach English has its unique advantages. Technology, when used appropriately, can help the English and language classroom a site of activelearning and critical thinking. Teachers can adopt technology resources to develop and alter instructional materials to better meet individual student needs. English language teachers create engaging, interactive, collaborative, and visual lessons and activities that motivate students to learn better. The recent Internet- based technologies employed in English language instruction is Web 2.0 tools. The most common tools of Web 2.0 include wiki, blog, podcast, social network and video conferencing have demonstrated the capability of the current technology in language teaching and learning.

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A Holistic Approach to Teaching of Speaking Skills to Second Language Learners

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Abstract

Learners of English language evaluate their success in language learning as well as the effectiveness of their English course, on the basis of how they feel they have improved in their spoken language proficiency. Though oral skills have hardly been neglected in ESL courses, how best to approach the teaching of oral skills has long been problematic, partly as a consequence of the complexity of spoken interaction and difficulty of developing principled pedagogical approaches that reflect this complexity. But in most of the learning environments, the development of speaking is neglected altogether because high-stakes examinations focus more on the written language. On the other hand, speaking can facilitate language acquisition and contribute towards the academic development of many second language learners. Thus, this paper attempts to propose a holistic approach to teaching speaking skills to second language learners and this teaching approach takes into account three key factors in successful language learning: teachers, materials and learners.

Objectives Of The Study

1. To draw a wide range of insightful account of the nature of second language speaking skills
2. To suggest methods that would address language learners cognitive, affective and social needs, as they work towards acquiring good speaking outcomes.
3. To invite practitioners to rethink current practices in teaching speaking skills and propose holistic approach that accounts for speaking outcomes.
4. The teaching of speaking, however, will not be complete without attention being given to developing learners' metacognitive awareness.

5. To describe three types of speaking tasks that can help promote speaking proficiency: communication-gap tasks, discussion tasks and monologic tasks.

Introduction

Speaking is accepted by everyone as an essential language communication skill. It can facilitate language acquisition and contribute towards the academic development of second language learners. Though second language learners know speaking is important even then they avoid speaking in the target language. One of the main reasons is that, they are influenced by affective factors, such as anxiety and lack of motivation. The approach takes into account

three key factors in successful language learning: Teachers, Materials and Learners.

Analysis

A. 1. Teachers

The role of a teacher is to help learners acquire language skills that they will not be able to acquire on their own. Teachers need to be aware of the students' learning needs and the demands they face when communicating through the spoken language. They can understand more about language cognitive, affective and social needs from the theoretical ideas, as well as

personal observations. The observations can be based on conversations with students, information about their background and learning goals and assessment results. Teachers also need to intervene actively in students' learning, so as to provide input, scaffolding and feedback. Planning activities where students can communicate with their classmates. In addition, teachers need to structure students' learning experiences so as to support their speaking development, in and outside the classroom. This can be done by designing interesting and appropriate materials.

2. Materials

Materials can be grouped into three categories:

Speaking practice	Promote language Skills learning	Facilitate Metacognitive development
Contextualized, interesting prompts Scenarios- for talk	Selected elements or model spoken texts- to provide relevant linguistic knowledge	Communication and discourse strategies-to raise learners knowledge

Materials can be instructional, experiential, elicitive or exploratory, in that- inform learners about the language, provide experience of language in use, stimulate language use or help learners make discoveries about the language for themselves. In a holistic approach to teaching speaking, materials should be varied in form and purpose, in order to engage learners in different dimensions of learning. Materials should be formulated in such a way that allow freedom to experiment with their own language use so that they can communicate their meaning as clearly as possible and also on language-specific speaking skills .Metacognitive knowledge also need to be developed

in the learners about language speaking and encourage them to plan, monitor and evaluate their own learning.

3. Learners

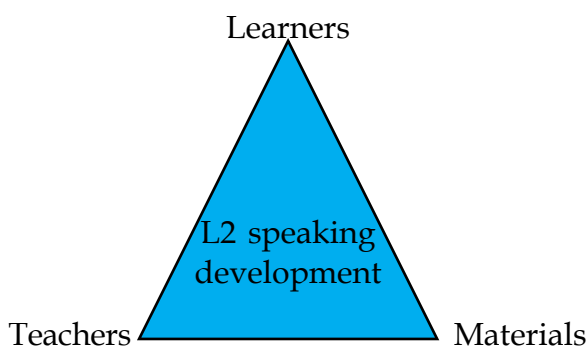
Successful second language speaking development depends as much on teachers and materials, as it does on the learners themselves. This can be done in the following ways:

1. Take responsibility in managing and improving learning ,as speech production is an individual endeavour:
 - a. Developing awareness about themselves as second language speakers

- b. Understanding the nature and demands of speaking
 - c. Realising the strategies that facilitate their oral communication
 - d. Working collaboratively with his or her peers
2. Encouragement from the teachers:
- a. Support one another's speaking development through dialogues
 - b. Help them use their knowledge and skills in real-time communication
 - c. Sufficient support by providing necessary scaffolding, input and guidance

The figure below illustrates the interrelationships between the three key factors in successful language speaking development.

Learners are positioned at the apex of the triangle to indicate that their learning needs, goals and outcomes are the most important considerations. However, they need to be supported by well-informed teachers and effective materials.



B. Rethinking Current Practices In Teaching Speaking

In the past, oral skills were typically taught with a focus on acquiring correct pronunciation and grammar. But with the advent of communicative language teaching, however, the pendulum has, at times, swung to the other end. Learners are often encouraged to focus on talking. Most language curricula today emphasize the importance of working in Pairs or groups to communicate in the target language, through a range of activities. The aim is for learners to become increasingly fluent in speaking the language. Overt correction and attention to language are minimized during these communicative activities. The learning of correct language forms of grammar, pronunciation and vocabulary are to be done in context.

Speaking also directly benefits learners because it can facilitate second language acquisition. This can occur if learners get a chance to receive feedback on their spoken performance and are asked to pay attention to the linguistic forms that are causing their communication problems. Some language learners, however, avoid speaking up in the class because they suffer from language anxiety, including personal beliefs about learning, fear of negative assessment by peers and threatening classroom procedures and instructors' beliefs. Students who can participate effectively in oral interaction, in spite of a lack of language proficiency, are those who have developed useful coping strategies.

C. Cognitive And Meta Cognitive Processes In Speaking

Cognitive processes enable the learners to produce and respond to various pragmatic demands due to automatization. Cognitive

processes that have been automatized are those that involve skills and knowledge that are well-learned, through constant use and rehearsal. For example, language learners who are used to narrating stories will automatically begin each story with an orientation or context (e.g. One day.. Once upon a time..) .A learner’s conceptual preparation and formulation processes in a particular task may become automatized because of his or her prior knowledge of facts, social and academic conventions and linguistic knowledge.

Metacognition, or thinking about one’s thinking, is an important cognitive process that can be developed through instruction. It foregrounds the role of learners in developing introspective awareness and control of their learning processes and plays a key role in the success of language learning. Metacognition enables learners to reflect on the process of their learning to speak a second language, as well as enabling them to manage their own performance, emotions and language development. Language learners who are metacognitively aware are self-directed and can better take charge of their own learning processes. An important part of speaking instruction should, therefore, be in the form of raising learners’ metacognitive awareness through introspection and guided self-directed learning.

D. Types Of Speaking Tasks

The main purpose of using speaking tasks is to provide learners with opportunities to practice their speaking so that they can achieve greater fluency. Three types of speaking tasks that make different demands on learners’ skills and linguistic knowledge are:

- Communication-gap tasks
- Discussion tasks
- Monologic tasks

To participate in communication-gap and discussion tasks, learners typically work in pairs or small groups to achieve the specified outcomes. The tasks involve a combination of transactional and interpersonal interaction. Learners focus on getting the information and the views they need while, at the same time, maintaining some interpersonal interaction. Interpersonal interaction results as they seek cooperation to complete the task, or explore with others their opinions and ideas. Through this kind of collaboration, learners practice different core speaking skills, draw on their knowledge about language and discourse and use strategies to enhance their communication.

In contrast, monologic tasks are those that require the learner to produce pieces of extended discourse individually. The form of interaction is mainly transactional, as the purpose is typically to convey information to the listeners, for example, in a presentation or a talk. The context may be formal or informal and feedback from listeners is typically received after the information has been communicated.

Examples of these tasks;

1. Communication-gap

Students work in pairs as A and B

Each student has the same set of pictures. Individually students select eight of the pictures and use them to develop a short story based on the pictures. Students listen to each other tell a story. After both students have told the story, they discuss why they have chosen these particular

pictures and how they have used them to tell their story.

2. Discussion task

Students are given ten statements on an issue, such as students taking on part-time work, etc. They discuss and identify the statements, which either support or oppose the issue. They organise the statements into groups: “support” and “oppose”.

3. Monologic task

Students sit in small groups of three to four. They take turns retelling a story that they have read recently. Students could be given a time limit for each story. They can also retell a movie that they have watched or a story that they have read.

The three types of speaking tasks that are presented here can offer different contexts for learners to develop their speaking skills and strategies. The tasks focus on bridging communication gaps and through discussions, allowing students to bring their own knowledge and opinions to bear on a range of topics and issues. Speaking tasks are typically carried out with a partner or in a group. The purpose of speaking tasks is to encourage learners to communicate meaning and to provide learners with opportunities to develop greater fluency in their speech. The teacher can decide whether the learners can be addressed at the pre-task planning stage or as post-task language activities.

Conclusion

The development of second language acquisition is basically through interactionist approach. Rather, it is through daily interaction with expert speakers that learners receive valuable input and feedback on their emerging language, thus helping to acquire the structure and use of language. The learners also develop awareness of language form and its connection with language function.

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