04 JANE AUSTEN'S CATHERINE IS DEVOTED WOMEN IN *NORTHANGER ABBEY*

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Abstract:

The present paper is wished-for Jane Austen's a beautiful creature Catherine, a seventeen year old girl and her innocence in Northanger Abbey. The novel was a family entertainment and give details of innocent, imaginative village girl Catherine in her foolish thoughts. Catherine thinks life is like a Gothic novel at her village, when she attends 'bath' in England her real experiences bring her realistic life as an ordinary young woman. The novel is more clearly explains a village girl who gets a chance to meet many people at 'bath' matured herself from imagination to reality. Catherine comes to believe that, though novels may be enjoyable, their matter does not relate to everyday life. She suspected General Tilney as murderer of his wife later she was realized how foolish she had been thoughtfulness. Catherine is the symbol of love, loyalty and relationships during the contemporary time.

Key Words: Love, affection, imagination, innocence, realistic, truthful, honest.

Jane Austen was a Georgian era author who born on December 16 in 1775, best known for her social commentary in novels including *Sense and Sensibility*, *Pride and Prejudice*, and *Emma*. *Northanger Abbey* was the one of the family entertainment novels of her. Though she completed the novel in 1798-99 it was published in 1817.

Catherine Morland, a Seventeen-year-old girl born and bred in a small town named Fullerton, is the central character of the novel, *Northanger Abbey*. Jane pictures the character many qualities like *dedicated, loyal, trustworthy, dutiful, obedient, well-behaved, respectful, and submissive*. Catherine was one of the ten children in her family. And their family will be always called a fine family in a village. There are no gatherings, other city enjoyments in her village. There are no restrictions to children in her family. Her mother also allowed her to leave off. Reading novels is the only entertainment to her. So she spent most of the time for reading Gothic novels. At ten years old she was very strange and she was transmitted in the characters what she has read. Her innocence is understandable when she thinks life is like a Gothic novel. Next to that her real experiences bring her realistic life as an ordinary young woman.

Catherine was very pleasing, good looks and pretty personality in her village. So she was in training for a heroine from fifteen to seventeen. Her character is shyness, awkwardness and heart was affectation of kind. Meanwhile she is invited by the Mr. and Mrs. Allens who are her wealthier neighbors in Fullerton, to accompany them to visit the town of Bath and plays a part in the winter season of balls, theatre and other social delights. Bath is a town set in the rolling countryside of southwest England, known for its natural hot springs and 18th-century Georgian architecture. The town everywhere there is a great architecture and full of crowd. It is the principal inn of city, here a day never passes in which parties of ladies, quest of pastry, millinery, or even of young men, is not detained on one side or other by carriages, horsemen, or carts. It is the place of young people for enjoyment. As a village innocent girl everything is colourful to her. Every incident made her excitement. This is the big break to Catherine like small town girl and who has not known about outside of the world.

At Bath Catherine met a wealthy and clever young gentleman, Henry Tilney. She dances and converses about her Gothic novels to Henry Tilney. She slowly attracted the words of Henry Tilney. Later,

Henry does not attend one week the Bath then Catherine disappointed and hopes to see him again. Meanwhile Mrs Allen's old school friend Mrs Thorpe attends the Bath with her three daughters. Catherine meets her daughter Isabella, a cheerful and teasing young woman, and the two quickly become friends. Both talked much with enjoyment. With Isabella's company she tasted the sweets of friendship in an unreserved conversation. Mrs Thorpe's son John is also a friend of Catherine's elder brother, James, at Oxford where they are both students.

James and John joined without prior information in Bath. James spends with Isabella. He is in his dreams with Isabella. In the absence of Henry Tilney, Catherine accompanies with John, a vain and crude young gentleman who incessantly tells fantastical stories about himself. Mrs. Allen said to John about Catherine 'She is a most amiable girl; such a superior understanding! How fond all the family are of her; she is evidently the general favorite; and how much she must be admired in such a place as this'(45) It is one of the evidences for the character of the Catherine.

Henry Tilney then returns to Bath, accompanied by his younger sister Eleanor, who is a sweet, elegant, and respectable young lady. When Catherine finds Henry Tilney at Bath, her wits became 'cheeks only a little redder than usual.'(49) It shows her fondness, affectionate and realistic heart. She also meets their father, the imposing General Tilney who is strict and stiff retired general with an obsessive nature, and a sole surviving parent to his three children Frederick, Henry Tilney, and Eleanor. Catherine's beauty, honesty, patience and kind heart fascinated to Henry Tilney because he wants to marry her and offers her to stay his home, Northanger Abbey. Henry Tilney is sarcastic, insightful, moderately handsome and intellectual, given to clever remark and light flirtations that Catherine is not always able to understand or respond in kind, but he also has a compassionate personality and also good brother to Eleanor, which escort him to take a fondness to Catherine's immature frankness and sincerity.

But John Thorpe is not very happy about Catherine's friendship with the Henry Tilney, as they in the approved manner identify Henry Tilney as an opponent for Catherine's friendliness. Catherine tries to maintain her friendships with both the Thorpe and the Henry Tilney, though John Thorpe continuously tries to interfere with her relationship with the Henry Tilney. She loves Henry Tilney, she does that with all her heart without any confusion. So that she needs her own time before she commits for a relationship with him. She is firm with her values and believes system. She is organized yet, at times she is crazy. She may love to dance or sing with him. For that Henry Tilney's questioning upsets Catherine and put her in the discomfited of having to explain herself to the Henry Tilney.

For the moment Isbella and James become engaged. Though James's father approves of the match offers him country parson's living of a modest sum in annually, that it will take in two and a half years to marry. It makes Isbella dissatisfaction. She thinks Mr and Mrs Allen's property goes to Morland's family and also offers Catherine to marry her brother John. Catherine rejected her offer she could not tell a falsehood even to please Isabella. But here the situation is different because Isabella immediately changes her mind. When James goes to purchase a ring, with John Isabella begins to flirt with Fredrick Tilney, Henry Tilney's older brother. Innocent Catherine cannot understand her friend's behaviour, but Henry Tilney understands all too well, as he knows his brother's character and habits. The flirtation continues even when James returns, much to the latter's embarrassment and distress.

Though Isabella behaves abnormal and cancelled the engagement with James Catherine still linked within Isabella despite the fact that their hearts were at war. Catherine requested Henry Tilney to stop his brother Fredrick Tilney relation with Isabella. She felt distress for her brother's displeasure. In her discussion with Tilney she cried 'he does not know the pain he is giving my brother. Not that James has ever told me so, but I am sure he is very uncomfortable.'(146) But Henry Tilney opines no man is offended by another man's admiration of the woman he loves; it is the woman only who can make it a torment. Catherine immediately responses 'A woman in love with one man cannot flirt with another.'(146) In her

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mind man have an uncanny ability to make poor decisions and do stupid things but not woman. As woman she will keep man on track and tell him when he is wrong can very well make or break her life.

Catherine is also seen as a humble and modest character, becoming exceedingly happy when she receives the smallest compliment. Innocently, she compares the Abbey with her novel reading, expects the abbey to be exotic and terrifying. Henry teases her about this, as it turns out that Northanger Abbey is pleasant and decidedly not Gothic. However, the house includes a mysterious suite of rooms that no one ever enters; Catherine learns that they were Mrs Tilney's, who died nine years earlier. In her mind filled with many questions mystery of Mrs. Tilney's death. 'Could there be any unwillingness on the General's side to show her over the Abbey?'(173) She is heartily weary of seeing and wondering. She decides that, since General Tilney does not now seem to be unnatural by the loss of his wife, he may have murdered her or even imprisoned her in her chamber. The house was very big there are many rooms every room was dark and arranged luxurious furniture because she thought there is a secret in every chamber. '...she could scarcely believe it, or overcome the suspicion of there being many chambers secreted.'(179) And another reason is when Catherine requested to Eleanor about her mother's death she replied her death has been for nine years. But she was also not at home 'I was unfortunately from home. Her illness was sudden and short; and, before I arrived it was all over.'(183) The unexpectedness of her alleged sickness, the absence of her daughter, and most likely of her other children, at the timeall favored the possibility of her custody. Its originjealousy perhaps, or wanton crueltywas yet to be unraveled. Immediately, Catherine starting to suspect and confirmed Tilney is the murderer. Innocently she started to search for those proofs of the General's cruelty, which however they might yet have escaped discovery at their dark rooms.

Unfortunately, Henry enters in the corridor and inquiry why she is there. He guesses her surmise and inferences, and informs her that his father loved his wife in his own way and was truly disturb by her decease. And also put in the picture of the situation then inform her though poor Eleanor was absent both Frederick and he were with his mother. She felt very shy how she thinks and behaves foolish 'with tears of shame she ran off to her own room.'(194) later she receives a letter from her brother that the arrangement of Isabella engagement with Captain Tilney and advises his sister think twice about the relation with Henry Tilney. Then she questions Henry 'Isabella has deserted my brother, and is to marry yours! Could you have believed there had been such inconstancy and fickleness, and everything that is bad in the world?'(200) It shows how Catherine keeps up her fondness and love with her brother.

But General Tinley forces Eleanor to tell Catherine that the family has an engagement that puts off Catherine from staying any longer and that she must go home early the next morning, in a shocking, inhospitable move that forces Catherine to undertake the 70 miles (110 km) journey alone and without even a servant to see to her safety. At home, Catherine is apathetic and gloomy. Her parents, unaware of her trials of the heart, try to bring her up to her usual spirits, with little effect. Meanwhile she has written a letter to Eleanor how she missed her a lot. 'I can finish my visit here, you know, at any time; or I hope you will come to me. Can you, when you return from this lord's, come to Fullerton?' (220) Two days after she returns home, on the other hand, Henry pays a sudden surprising visit and explains what happened. How General Tilney diverted his mind on the half truths of John Thorpe. He had believed Isabella to be exceedingly rich as the Allen's prospective heiress, and therefore a proper match for Henry.

In London, General Tilney ran into Thorpe again, who, annoyed and unimportant at Catherine's refusal of his half-made proposal of marriage, said instead that she was nearly penniless. Once again General Tilney furious on the half truths of John Thorpe, then returned home to send Catherine out. When Henry returned to Northanger from Woodston, his father informed him of what has happened and refuses to allow him to think of Catherine again. Every man needs a smarter woman to help him get through life in one part of a set. Catherine is not a deceitful. When Henry learns how she had been treated, he breaks with his father and tells Catherine he still wants to marry her despite his father's disapproval. Catherine is

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pleased. On the other hand, relationships require making compromises. As a woman she decides to compromise. Finally, Catherine changed from innocence imagination to reality.

One can give details that Austen's making interest of the traits of devoted woman is engage in recreation during every portion of the novel. There are many examples within *Northanger Abbey* where Catherine and other characters intermingle with one another in their behavior.

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RESEARCH ARTICLE

Investigation on the Binding Interaction Between Clomipramine and Doxepin with LeuT by Molecular Docking Analysis

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ABSTRACT:

Molecular docking is a computational method, has becoming an increasingly important tool for drug discovery. The drugs Clomipramine and Doxepin are selected and docked with the protein LeuT for docking analysis. Both the selected drugs are tricyclic antidepressant drugs. By using the protein Leucine Transporter the binding interactions are found for the molecule. The drug Clomipramine and Doxepin is used as a potent inhibitor of leucine transport (LeuT). LeuT is a stable, sodium-coupled Leucine transporter from the eubacterium Aquifex aeolicus. It is the only member of the neurotransmitter sodium symporter (NSS) and belongs to the family of secondary transporters. The lowest binding energy and the shortest distance between the different amino acids are resulted and tabulated. The computational method of molecular docking analysis is very interested for discovering new medicine for human health for the disease depression.

KEYWORDS: Clomipramine, Doxepin, LeuT, tricyclic antidepressant, depression.

INTRODUCTION:

Clomipramine

Clomipramine(3-(3-chloro-10,11-dihydro-5H-

dibenzo[*b*,*f*]azepin-5-yl)-*N*,*N*-dimethylpropan-1-amine) is used as an antidepressant drug. Clomipramine is also known (trademarked) as Anafranil. It is the 3-chlorinated derivative of the imipramine and also a dibenzazepine-derivative of tricyclic antidepressant (TCA) drug. It was developed in the early 1960s by the Swiss drug manufacturer. Clomipramine has a number of uses in medicine including in the treatment of Obsessive compulsive disorder¹, Major depressive disorder², Panic disorder^{3,4}, Body Dysmorphic Disorder⁵.

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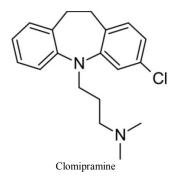
TCAs are structurally similar to phenothiazines. They contain a tricyclic ring system with an alkyl amine substituent on the central ring. In non-depressed individuals, clomipramine does not affect mood or arousal, but may cause sedation. In depressed individuals, clomipramine exerts a positive effect on mood. TCAs are potent inhibitors of serotonin and norepinephrine reuptake. Tertiary amines TCAs, such as clomipramine

Doxepin

Doxepin(E/Z)-3-(dibenzo[b,e]oxepin-11(6H)-ylidene)-

N,*N*dimethylpropan-1 amine is a tricyclic antidepressant (TCA) drug⁶. The brand names of oral formulations include Deptran and Sinequan. Doxepin is used as a drug to treat depression, anxiety disorders, pruritus, insomnia⁷, and also as a second-line treatment of chronic idiopathic urticaria⁸. Its oral formulations are approved by FDA for the treatment of depression, anxiety, and insomnia.

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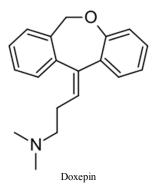


Fig 1: Molecular structure of Clomipramine and Doxepin

Computational details

Docking calculations were performed with version 1.5.2 of the program AutoDock⁹. It combines a rapid energy evaluation through pre-calculated grids of affinity potentials with a variety of search algorithms to find suitable binding positions for a ligand on a given macromolecule. Cygwin software is used to produce the protein-ligand complex. The PyMOL¹⁰ software was used to view the protein-ligand complex.

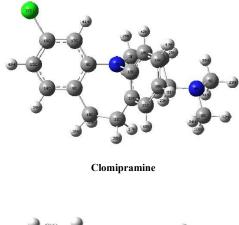
The X-ray crystal structure of the LeuT was obtained from Brookhaven Protein Data Bank (PDB code: 2Q6H)¹¹ from that, the protein was separated for the docking study. The ligand structure was prepared using the Chemdraw software and converted into pdb format. These files are used as the input files for docking analysis.

Leucine Transport (LeuT)

The drug Clomipramine and Doxepin is used as an inhibitor of leucine transport (LeuT). LeuT is a stable, sodium-coupled leucine transporter from the Eubacterium Aquifex aeolicus¹². It is the only member of the Neurotransmitter Sodium Symporter (NSS) belongs to the family of secondary transporters¹³. The crystal structure of LeuT provided the first molecular indication into an NSS member, but it did not give any detail information about the atomic basis of inhibition. The

bacterial NSS proteins have 30% sequence identity with human SERT and NET, also worm and fly DATs. It is reported that the bacterial NSS proteins also have high binding affinity to TCAs¹⁴. So the Leucine transporter (LeuT) is taken as the receptor for docking analysis to investigate the binding energy and intermolecular interactions between the Clomipramine, Doxepin and LeuT.

Optimization structure



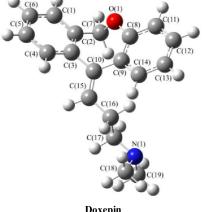


Fig 2: Optimization structure of Clomipramine and Doxepin

RESULTS AND DISCUSSION: Molecular docking analysis

The docking analysis predicted the lowest docked energy for Clomipromine and Doxepin the binding energy value is -7.10 and -7.34 Kcal/mol.

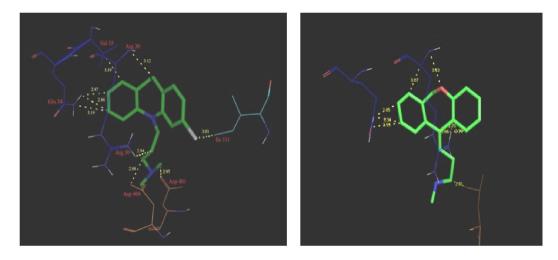
The calculated ten conformational energy values of Clomipromine and Doxepin in the active site of LeuT are listed in table 1. The shortest interactions between the ligand and receptor are given in table 2.

Table 1: Lowest binding energy values of Clomipromine and Doxepin.

Ranking	Binding energy		
-	Clomipramine	Doxepin	
1	-7.10	-7.34	
2	-7.07	-7.31	
3	-6.95	-7.26	
4	-6.94	-7.25	
5	-4.79	-7.21	
6	-4.75	-7.20	
7	-4.50	-7.20	
8	-3.97	-6.96	
9	-3.54	-6.39	
10	-3.48	-6.07	

Table 2: Nearest neighbours and short contact distances (Å) of Clomipromine and Doxepin with amino acid residues of LeuT active site

Clomipramine…LeuT amino acid residue and	Distance	Doxepin…LeuT amino acid residue and	Distance
identifier		identifier	
C(1) ···Val33/CB	3.19	C(5) Gln34/2HE2	2.58
C(5)…Gln34/2HE2	2.88	Gln34/NE2	2.99
C(8)Arg30/N	3.12	Gln34/2HE2	2.65
N(1)Arg30/2HH1	3.45	C(9)Arg30/2HH1	2.70
C(12)Leu25/CB	3.28	C(10)Arg30/2HH1	2.96
Cl(1)Ile111/CD1	3.03	C(14)Arg 30/2HH1	2.74
C(16)Arg30/1HH1	2.94	Leu400/CD2	2.85
Asp404/OD2	3.11	C(18)Arg 30/2HH1	3.43
Asp404/CG	3.25	O(1)Arg30/CA	3.39
C(17)Asp404/OD2	2.88	Arg30/N	3.13



Clomipromine-LeuT Fig 3: Intermolecular interactions of Clomipramine and Doxepin with LeuT receptor.

Clomipramine

The clomipramine also bound at the inner end of the extracellular cavity in LeuT. Figure 3(a) shows the binding cavity of the Clomipramine in the LeuT. The ligand has formed some hydrogen bonding and hydrophobic interactions with the nearest amino acids in active site; particularly, the halogen (Cl) atom forms a strong interaction with the Ile111 at a distance 3.03Å. The C(1) atom of clomipramine make an electrostatic interaction with Val33 at 3.19Å. The C(5), C(6) and C(16) atoms form some strong hydrogen bonding interactions with the amino acid residues Gln34 and

Arg30 at 2.88, 2.47 and 2.94Å respectively. Similarly the C(16), C(17) and C(18) atoms of the ligand form some strong hydrophobic interactions with the Asp404 and Asp401 at a distance of 3.11, 2.88 and 2.97 correspondingly Table 2.

Doxepin-LeuT

Doxepin

Figure 3(b) shows the binding cavity of the doxepin in the LeuT. Doxepin has formed some hydrogen bonding, hydrophobic and electrostatic interactions with the nearest amino acids in the active site of protein; The C(5) and C(6) atoms of the ligand make some strong

hydrogen bonding interactions with Gln34/2HE2 at a distance of 2.58 and 2.65 Å respectively. Similarly, C(9) and C(10) atoms of the doxepin make some strong hydrogen bonding interactions with Arg30/2HH1 at a distance of 2.70 and 2.96 Å correspondingly. The C(14) atom also forms a strong hydrogen bonding interaction with Arg30/2HH1 at 2.74 Å (figure 2.2) correspondingly. In addition to this the C(17) atom form

strong electrostatic interactions with Leu400/CD2 at distance of 2.85 Å (table 2.2). Also the O(1) atom form a electrostatic interaction with the amino acid residue Arg30 at a distance of 3.13

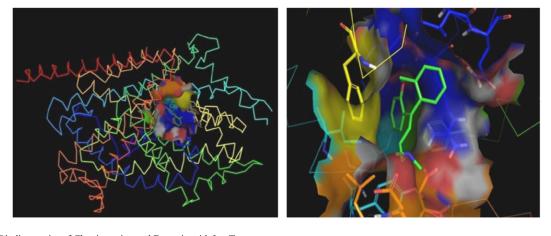


Fig 4: Binding cavity of Clomipramine and Doxepin with LeuT receptor.

Table 3: The optimized geometrical parameters of Clomipromine			
molecules [torsion angle (°)] and compared with docking values			
using B3LYP/ 6-31G (d, p) method. Torsion angles (°)			

Bonds	Optimized	Docked
N(1)-C(3)-C(2)-C(7)	1.22	1.25
C(4)-C(3)-N(1)-C(15)	61.45	61.45
N(1)-C(15)-C(16)-C(17)	-180.00	122.39
C(15)-C(16)-C(17)-N(2)	179.98	105.12
C(16)-C(17)-N(2)-C(19)	-175.91	152.20
C(16)-C(17)-N(2)-C(18)	-59.97	-91.88

Structural aspects

The geometrical parameters like bond lengths, bond angles and torsion angles of the clomipramine were calculated for drug before (Optimized) and after entering in to the active site (Docked). The comparison tables of the geometrical parameters of clomipramine were listed in Table 3. By viewing the structure of the ligand, we know it has 3 rings; from this it may assumed that the ligand is very rigid. It is reflected in comparison of the bond lengths, bond angles and torsion angles. In the rings there are no much variations found. But some variations is found in the tail part of the ligand. At initial, the *trans* angles of the N(1)-C(15)-C(16)-C(17), C(15)-C(16)-C(17), C(15)-C(16)-C(16)-C(17), C(15)-C(16)-C(17), C(15)-C(16)-C(16)-C(17), C(15)-C(16)-C(16)-C(16), C(15)-C(16)-C(16)-C(16), C(15)-C(16)-C(16)-C(16), C(15)-C(16)-C(16)-C(16), C(15)-C(16)-C(16)-C(16), C(15)-C(16)-C(16)-C(16)-C(16)-C(16), C(15)-C(16)-C(17)-N(2) and C(16)-C(17)-N(2)-C(19) bonds are -180.00°, 179.98° and -175.91°; when the ligand enter into the active site the angles were reduced to 122.39°, 105.12° and 152.20° respectively. But in the C(16)-C(17)-N(2)-C(18) bond the gauche angle is

increased from -59.97° to -91.88° . These variations explain the structural change of the ligand in the active site of protein.

Table 4: The optimized geometrical parameters of Doxepin molecules [torsion angle (°)] and compared with docking values using B3LYP/ 6-31G(d, p) method.

Bonds	Optimized	Docked
C(2)-C(7)-O(1)-C(8)	96.6	96.6
C(7)-O(1)-C(8)-C(9)	-46.5	-46.5
C(10)-C(15)-C(16)-C(17)	120.0	67.6
C(15)-C(16)-C(17)-N(1)	180.0	20.0
C(16)-C(17)-N(1)-C(18)	64.1	102.7
C(16)-C(17)-N(1)-C(19)	64.1	141.5

Structural aspects

The geometrical parameters like bond lengths, bond angles and torsion angles of the Doxepin were calculated for drug before **(Optimized)** and after entering into the active site **(Docked)**. The comparison tables of the geometrical parameters of both forms of doxepin were listed in Table 4. Figure 2 (b), shows the ball and stick model of Doxepin with the atom numbering scheme and their conformational difference. By viewing the structure of the ligand, we know it has 3 rings; from this it may assumed that the ligand is very rigid. It is reflected in comparison table of the bond lengths, bond angles and torsion angle. In the rings there are no much variations found. But some variations are found in the tail part of the ligand. In form **(I)**, the torsion angle of C(10)–C(15)–C(16)–C(17) bond is -120.0° but the angle is decreased to 67.6° When it enters into the active site. In contrast to this the torsion angles of C(16)–C(17)–N(1)–C(18) and C(16)–C(17)–N(1)–C(19) bonds are increased from 64.1° to 102.7° and 141.5° respectively. The *trans* orientation (180°) of C(15)–C(16)–C(17)–N(1) bond changed to cis orientation (20.0°). These variations explain the structural change of the ligand in the active site of protein.

CONCLUSION:

The docking analysis predicted the lowest docked energy for doxepin and the binding energy value is -7.34Kcal/mol. The C(5) and C(6) atoms form some strong hydrogen bonding interactions with the amino acid residues Gln34/2HE2 at a distance of 2.58 and 2.65 Å respectively. The docking analysis predicted the highest docked energy for clomipramine and the binding energy value is -7.10Kcal/mol. The C(5), C(6) and C(16) atoms form some strong hydrogen bonding interactions with the amino acid residues Gln34 and Arg30 at a distance 2.88, 2.47 and 2.94Å respectively. Clomipramine and doxepin both molecules were docked with LeuT effectively. Comparing the binding energy values, doxepin has low binding energy value in the docking structure which reveals doxepin interacts strongly with the ligand. This is also supported by number of hydrogen bonds interactions and the changes in the docked molecular structural parameters. Whereas, the clomipramine has more rigid in the docked structure and binded with high binding energy compare to doxepin which reveals the clomipramine drug will go to active site very easily. Hence clomipramine drug will be more useful for fast remedy in reducing depression and doxepin will be strong and effective in curing depression.

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Chairperson's Message

I am pleased to know that the Department of English and Humanities, Anil Neerukonda Institute of Technology and Sciences (ANITS) is organising a **National Seminar 2020 on "Modern Approaches in English Language & Literature"** on August 8th 2020 on a Virtual Platform. I feel that it is an advantage to the researchers to share their knowledge, during this pandemic.

I hope that this Seminar will provide an opportunity for all the participants and the organisers to discuss new concepts and ideas in research, related to English language and literature.

I congratulate Prof T. V. Hanumantha Rao, Principal, Dr. G. Serwani Swamy-I/C Head of the Department of English and Humanities and the faculty for making all the efforts to organise the seminar.

I wish the organisers a great success.

Dr. Babu Rajendra Prasad Neerukonda, Chairperson (ANES)

Principal's Message

My congratulations to the Department of English and Humanities, Anil Neerukonda Institute of Technology and Sciences (ANITS) for organising a **National Seminar 2020 on "Modern Approaches in English Language & Literature**" on August 8th 2020 on a Virtual Platform. The Seminar on the virtual platform is a very encouraging idea to fill the gaps in sharing of knowledge in the present pandemic. I feel that this topic, which is very apt for the present day teaching and learning process, will surely help the English faculty and research scholars to explore new trends in English language and literature.

I also appreciate all the participants who have participated in the Seminar from various states of the country and also a few participants who have joined from the foreign countries. I hope that this Seminar will provide an opportunity for all of them to develop new insights, which will be useful in their profession. This is indeed an encouraging step for all the researchers.

I congratulate Dr. G. Serwani Swamy, I/C Head of the Department and the faculty of the department of English, in this endeavour.

I wish the organisers of the Department a great success.

With best wishes to everyone involved.

Prof T. V. Hanumantha Rao Principal, ANITS

CEO's Message

I am glad to know that the Department of English and Humanities, Anil Neerukonda Institute of Technology and Sciences (ANITS) is organising a **National Seminar 2020 on "Modern Approaches in English Language & Literature** on August^{8th} 2020 on a Virtual Platform. It is a good endeavour to keep in touch with scholarly research and knowledge during this pandemic situation.

I congratulate Dr. G. Serwani Swamy, I/C Head of the Department of English & Humanities and the faculty for organising the seminar.

My best wishes to the all the participants.

I wish the Seminar a great success.

Sri D.J Bharat Reddy CEO, (ANES)

PROFILE OF THE DEPARTMENT

Anil Neerukonda Educational Society (ANES) was founded by Dr. N. B. R. Prasad, an NRI philanthropist from USA in memory of his son Anil Neerukonda. With his visionary ideals, missionary zeal and unrelenting commitment. Dr. Prasad envisaged an institution of excellence in engineering education. Today, ANITS is in the Top-Ten Most Preferred Colleges out of 700+ private Engineering Colleges in the state of AP.

The Department of English & Humanities of ANITS has made a significant contribution in enhancing English language proficiency levels of engineering students, since its inception. It strives to impart English Language skills, Soft Skills and Employability Skills in engineering students to meet the global Industry requirement.

The Department under the headship of Prof. Rupa Vemuri has made a significant contribution to the college and the students at large. The Department has committed and qualified faculty handling English Language, Soft Skills and Management courses. At present the department has 10 faculty members; 6 Ph.Ds. and 2 pursuing Ph.Ds. All the faculty members have contributed to the department by actively participating in research presentations and publications, apart from teaching.

The department has established an English club for the students called **La Literati, The Language Club of ANITS** in 2015. It aims at providing an apt platform for all the students to improve their language skills through various regular activities. It conducts monthly competitions exclusively for the first year students, encouraging them to sharpen their English language skills.

The department also brings out an annual college magazine titled **ECHOES** and the ANITS Newsletter.

The main aim of the department is to inculcate proficient communication skills and soft skills in engineering students. The department plays a vital role to keep up the impressive and consistent recruitment track record.

Organization of this National Seminar 2020 by the department is another achievement and it is inclined to work on many such events in the future.

Dr. G. Serwani Swamy I/C HOD, Department of English and Humanities, Anil Neerukonda Institute of Technology and Sciences (ANITS)

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QUESTIONING POWER RELATIONS IN INDIAN PATRIARCHAL SOCIETY:A CRITICAL STUDY OF GITHA HARIHARAN'S THE THOUSAND FACES OF NIGHT

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Abstract:

Power relations and Power struggle are matters of serious concern in the world of mankind. Undoubtedly, the quest for power and the vehement efforts to hold it result in varied forms of domination and subordination. True, inequality between men and women is indeed a reflection of one such domination and subordination. The power gap between these two sexes only gets too widened in a Patriarchal society and it becomes worse when the culture of the society too advocates the subordination of one of the sexes. Thus, this paper based on a research work questions the Power relations in Indian Patriarchal society that is highlighted in Githa Hariharan's famous novel The thousand faces of Night. Indian society that is so culture-bound, steeped in rich traditions and mythology is highly a Patriarchal society. The Patriarchal system has been existing in this society since the ancient vedic times. Indian women writers' contributions to the field of Indian writing in English are indeed noteworthy in uplifting the status of the Indian Women. Githah Ariharan, one such noteworthy, well acclaimed novelist through her protagonist Devi and other women characters of The thousand faces of Night revisits the Indian Myths and redefines the roles of her women characters. She questions the Power relations in the Indian society and in the Indian Mythological stories that have resulted in the subordination of women who ultimately are torn apart in search of their own identity.

Keywords: Power, Patriarchy, Indian mythology

Introduction:

Power relations and Power struggle are matters of serious concern in the world of mankind. Undoubtedly, the quest for power and the vehement efforts to hold it result in varied forms of domination and subordination. True, inequality between men and women is indeed a reflection of one such domination and subordination. The power gap between these two sexes

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only gets too widened in a Patriarchal society and it becomes worse when the culture of the society too advocates the subordination of one of the sexes. Patriarchal structure of Indian society, like in the west has been rebelled against by a series of feminism movements in India. These movements have been focusing on promoting, protecting and fighting for equal economic and political rights for Indian Women. They also demand for the rights of women within the Indian society. In a similar vein, the feminists in India like their western feminist counterparts fight against gender equality, inequality in wages at workplace, inequality in accessibility to education and health and in equal political rights. Indian feminists also have raised their voice against culture-bound issues that exist within India's patriarchal power structure .

Despite these worthy struggles made by the Indian feminist movements, the women of modern India still encounter a multitude of issues of inequality and discrimination .The Patriarchal structure of India still denies to women of many Indian Communities the rights to land –ownership , access to education .These serious injustices meted out to Indian Women are taken up by Indian feminists as issues worth struggling for . In this context, Indian Women writers have been playing a significant role in highlighting these serious issues of injustice and inequality faced by Indian Women through their literary works .They have been laying bare the real voices of Indian women through their great works of literature .Their writings in a true- to-life fashion explore the relationship of men and women in the society and so too the solutions to the women's issues from a woman's perspectives. Moreover, they have brought to limelight the background of socio-cultural realities of Indian Society around which the problems of Indian Women revolve .Githa Hariharan is one among the well-acclaimed Indian women writers who has portrayed in realistic fashion the plight of Indian Women in Indian Patriarchal Society.

Her first novel The thousand faces of night has won the common wealth writers' prize in 1993. The novel depicts the culture-bound Patriarchal practices steeped in Indian Society for generations .It centres around the lives of women characters namely Devi, Sita ,Parvati amma and Mayamma and the novelist through her protagonist Devi and the other women characters revisits the Indian Myths and redefines the roles of her women characters. She questions the Power relations in the Indian society and in the Indian Mythological stories that have resulted in the subordination of women who ultimately are torn apart in search of their own identity . Thus, this paper based on a research work questions the Power relations in Indian Patriarchal society that is highlighted in Githa Hariharan's famous novel The thousand faces of Night.

Power Politics in Indian Patriarchal Structure and its adverse impact on Indian Women :

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Mankind has been entangled in the web of Power relations and Power struggle from time immemorial .In the process of Power struggle ,varied modes of domination and subordination has emerged . According to Michael Foucault, "Power is relations; power is not a thing, it is a relationship between two individuals... such that one can direct the behaviour of another or determine the behaviour of another. Voluntarily determining it in terms of a number of objectives which are also one's own" (Interview, "What our Present Is" 410).

The Power relations characterize a Patriarchal Society and demeans the position of its Women. Indian society that is so culture-bound, steeped in rich traditions and mythology is highly a Patriarchal society. The Patriarchal system has been existing in this society since the ancient vedic times and has pervaded across generations and Githa Harharan's The Thousand Faces of Night ,undoubtedly depicts the consequences of such Power struggle through the trials and tribulations of its female characters.

The Thousand Faces of Night showcases the plight of a spate of female characters in this Power-stricken Patriarchal Society, both from real life and from the rich Indian mythologies. In it, Githa Hariharan demonstrates clearly that in their pursuit of the set standards of ideologies of Patriarchal structure and the qualities of the accepted ideological mythological female characters, these female characters are deprived of their own identities. All their desires, pains, wishes and frustrations go in vain unattended leaving them in a vacuum and propel them to quest for their self-identity or self liberation ultimately.

In the process of their quest, they embrace a series of self-liberation modes in different fashion and thus question the Power structure of their Patriarchal Society. In addition ,Hariharan's female characters rebel against the set standards and stereotypical duties related to marriage and motherhood as the penultimate traits of an 'ideal woman.' Dr. Padmini and S.K. Sudha have rightly pointed that:"In The Thousand Faces of Night Githa Hariharan sensitively portrays the condition of Indian women caught between tradition and modernity. She diligently captures their split consciousness as a result of which we find through a set of representative characters, both their submissiveness and their struggle for individuality." (Padmini and S.126) The novel provides us with an in depth insight into the Indian culture and tradition and reviews the secondary status of women in the Indian society. In the words of H.M.Parshley on Woman's secondary position :

"... since patriarchal times, woman has been forced to occupy a secondary place in the world in relation to men, a position comparable in many respects with that of racial minorities in spite of the fact that women constitute numerically at least half of human race, and further that this

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secondary standing is not imposed of necessity by natural 'feminine' characteristics but rather by strong environmental forces of educational and social tradition under the purposeful control of men". (Parshley 9)

The novel again focuses on Indian Women's voyage from the traditional set up to modernity to quench their thirst for self-identity. It substantiates how these ideological characters from mythologies have their influence on even the modern women. They in their effors to pursue them suffer from identity crisis and victimhood. It also bring to limelight how these women characters consequently become empowered to break the shackles of idealism to redefine their true identity.

The novelist has constituted the structure of TFN on the Indian traditional modes to underscore the struggle of Indian women across generations. She scrupulously substantiates the wide gap between the two completely opposite impressions of 'good' and 'bad' women as delineated in the Indian traditions and mythologies through the stories of four pivotal women characters - Devi, Sita, Pati, Parvatiamma and Mayamma and other minor female characters as well . In TFN, the setting is that of Hindu traditional cultural society and the novelist has meticulously reflected the Mythological female characters, like Sita, Amba, Gandhari, Ganga in TFN to showcase the stark differences in their traits.

It is true that in India, the idealized models of female characters from Ramayana, Mahabharata, Manusmrithi and other Puranas have been propagated among Indian Women for centuries in such a strong fashion that it got so ingrained in the minds of a Patriarchal society .As a result, stereotypical and archetype women like Sita and Savitri were set as the yardsticks for Indian women of Hindu society to be looked upon to gauge their acceptance in to the society.

Hariharan's deft and profuse usage of Indian myths for constructing the plot and framing characters of the novel to recount the struggle between tradition and modernity is praiseworthy. It is a well-known fact that Myths are legendary or traditional stories that centre around deities or demi-gods or great heroes. Myths are always part and parcel of literature and they do enjoy a vital place in it. Many literary critics and essayists have defined a myth. In the words of M.H.Abrams, a myth is :

"Myth is one story in mythology- a system of hereditary stories which were once believed to be true by a particular cultural group, and which served to explain (in terms of the intentions and actions of deities and other supernatural beings) why the world is as it is and things happen as they do, to provide a rationale for social customs and observances and to establish the sanctions for the rules by which people conduct their lives". (Abrams , 2006).

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In Githa Hariharan's point of view, stereotypical characters described in myths and traditions that are perpetuated in India only delegate secondary status to women and make them feel inferior. She also opines that such notions of inferiority have been implanted in the very framework of the society which she delineates in the novel. The opening of The Thousand Faces of Night is so striking that it offers an insight in to the conditioning of a girl child, here the protagonist Devi who is conditioned right from her childhood by her grandmother and her mother. Her grandmother keeps repeating the stories of Amba, Gandhari, Ganga from the mythologies only to instill in Devi the stereotype image of womanhood to be indifferent and insensitive to the injustice and to be submissive and thereby preparing her to become an ideal wife .As Simone de Beauvoir avered, "One is not born, but rather becomes, a woman" (Beauvoir 267). Devi is offered all the features of stereotypical womanhood right from her childhood through by her grandmother through the mythological stories of Gandhari, Amba and others. Later on, her mother takes up the wand and gets Devi prepared for marriage in a different fashion by being a strict disciplinarian .In this context ,Simone de Beauvoir's observations become more relevant :

"She (mother) grimly forbids the child to resemble her; she wants her experience to be of some use, it is one way of having a second chance. The prostitute sends her daughter to a convent; the ignorant woman has her educated. A real conflict arises when the girl grows older; as we have seen, she wishes to establish her independence from her mother". (Beauviour 534).

In TFN, Devi, the Protagonist is depicted as belonging to a traditional Hindu Brahmin family and the novelist recounts how the images of good and bad women that has been instilled in Devi creates an inner conflict right from her childhood. Later her exposure to the another world (to a North-American university campus)where she gets her collegiate education enables her to discard the traditional norms for a while during her relationship with a Black –American, Dan .However the ideologies of Indian tradition for an Indian ,ideal woman to go in for an arranged marriage upholding morals and virtues wins Devi and she turns down her boyfriend's offer to marry her. The influence of the mythological stories on her was so tremendous that she is forced to sacrifice her individuality and consequently agrees for an arranged marriage with Mahesh.

In the second part of the novel, the novelist lays bare Devi's life after her marriage. Mahesh, Devi's husband, fails to understand her and is yet another embodiment of male chauvinism. Though highly educated, he treats Devi not as an individual but as an object for his pleasure and to carry out his commands .At this juncture, Devi's impressions about ideal

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womanhood shatters .She gets disillusioned and her inner conflict becomes so intense. She wonders what her pursuit of her traditions and arranged marriage have led her to .As a result , she becomes lonely and depressed .She states, 'This then is marriage, the end of ends; two or three brief encounters a month when bodies stutter together in lazy, inarticulate lust. Two weeks a month when the shadowy stranger who casually strips me of my name, snaps his fingers and demands a smiling handmaiden. And the rest? It is waiting, all over again, for life to begin, or to end and begin again. My education has left me unprepared for thevast, yawning middle chapters of my womanhood (TFN: 54).

In her desperate search for solace, she only gets again entrapped by the philosophies of her Father-in-law who preaches to her the different ways to become a virtuous wife. He infact becomes the mouthpiece of the patriarchal laws of Manu as propounded in Manusmriti that pervades throughout the novel. She gets utterly confused and her search for the meaning of her life and identity overpowers .Her craving intensifies when she listens to the poignant tales of woe of her housekeeper , Mayamma who despite being an ideal wife ,daughter –in-law and mother was utterly abused by her mother –in-law, husband and later by her drunkard son. Devi gets totally frustrated with the harsh realities of hardships meted out to the women surrounding her that her quest for her own individuality and identity start gaining momentum in her .

Questioning the Power politics of the Indian Patriarchal structure :

In her efforts to question the power relations of the Patriarchal Society, Devi decides to undertake a new avatar. The immense power of her individualiy and feminine self overpowers .She decides to take revenge on her husband, Mahesh for all the insults and humiliations he heaped on her. She observes ,'In my waking hours I am still no conqueror. My petty fears, and that accursed desire to please which I learnt too well in girlhood, blur the bold strokes, black and white, of revenge. I write elaborate scenarios in my mind for the last act -humiliating Mahesh, saying all the things we have left unsaid. I do something bloody, final, a mark of protest worthy of the heroines I grew up with' (TFN: 95).

She questions the traditional standards that have been set for ideal womanhood and says ,'Am I a neurotic because I am a lazy woman who does not polish her floors every day? An aimless fool because I swallowed my hard earned education, bitter and indigestible, when he tied the thali round my neck? A teasing bitch because I refuse him my body when his hand reaches out; and dream instead, in a spare room, of bodies tearing away their shadows and melting, like liquid wax burnt by moonlight?' (TFN: 74). In her attempts to revolt against the society and to take revenge on her husband, she elopes with Gopal, the musician .Nevertheless, Devi finds only a void in being with him too and couldn't achieve a sense of completion .

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The dawn of realization that her struggle to be a good girl, ideal wife and lover have been a futile exercise makes Devi question the relevance of the mythological stories that she had been fed upon since childhood .At that juncture ,she realizes the real reason behind her mother –in-law embracing the path of spirituality and leaving her husband's house. She takes cues from her gesture and she too leaves her husband and later on her lover Gopal .She discards the concept of being treated as "the other " and in her attempt to resolve her inner conflict finally joins her finally to quench her thirst for real identity. Devi daringly discards the stereotype notion of Indian womanhood as an "embodiment of sacrifice, silent suffering, humility, faith and knowledge" (Everett 76).

The novelist also has depicted in her novel other powerful female characters who questions the Power structure of Indian Society .Unlike the passive, mild, submissive ,ideal 'Sita' of Ramayana Sita , Devi's mother becomes a strict disciplinarian and demanding wife to her husband in a diplomatic fashion .Her daughter misunderstands her as 'too snobbish to caress freely' (85).Her aim in life becomes 'order, reason, and progress'(26). She becomes so passive to her emotions and passions in her strenuous efforts to become a dutiful wife , daughter –in-law and mother .However , in the process she loses herself .As Gilligan said:" She stays with, builds on and develops in a context of attachment and affiliation with others . . . eventually for many women, the threat of disruption of an affiliation is perceived not just as a loss of relationship, but as something closer to a total loss of self. (Gilligan 69).

She sacrifices her passion for playing veena when once her father-in-law questions her roaring, "Put that veena away. Are you a wife, a daughter-in-law?" (30) .This makes her take a stern stance in her life not to touch veena in her lifetime .This 'self-sacrifice' hinders the development of herself :. "Women have been so encouraged to concentrate on the emotions and reactions of others that they have diverted from expressing their own emotions" (Miller 39).Nevertheless towards the end of the novel she breaks all the shackles of ideal womanhood and mother and takes her veena and plays it to welcome her daughter to her home. She realizes that her shunning away of her passion only made her numb and lose her identity.

Devi's grandmother, another pivotal character of the novel, questions the power politics by subverting the male discourse of ideal womanhood and female subordination as propounded by the epics and Puranas .Instead she emulates and praises the rebellious and angry women characters of mythology like Gandhari, Amba and Draupadi from Mahabharata. She revisits the mythologies from a woman's perspective .Another submissive , yet powerful character who succeeds in breaking the shackles of ideal wife and mother is Devi's mother in-law,

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Parvatiamma .Through her self-negation and embrace for spirituality, she leaves the stifling ambience of her home .She realizes the monotonous duties of an ideal wife and mother act as stumbling blocks for self-liberation .She goes on to set herself free from the suffocating home that preaches idealism in every aspect and action of hers.

It is noteworthy to reflect upon the observations of Wendy Doniger who subverts the patriarchal discourse on ideal womanhood and the role models as portrayed in Indian mythologies and Puranas and proclaims that fiery, rebellious and furious mythological female characters were deliberately sidelined as part of male discourse .Wendy Doniger laments, 'How different the lives of the actual women in India would have been had Draupadi, instead of Sita, been their official role model! Many Hindus name their daughters Sita, but few name them Draupadi' (1990:298). According to Doniger 'the women of Mahabharata are extremely prominent, feisty, and individualistic, in part as a result of changes that were taking place in the social structures at the time of the retention of the text.' (1999:292). According to her '.....The Valmiki Ramayan thus sowed the seeds both for the oppression of women in the dharma-shastric tradition and for the resistance against that oppression in other Hindu traditions' (Doniger, 1999:232).

Conclusion:

To conclude, the novel The Thousand Faces of Night thus demonstrates with extraordinary skill, the faint fashion in which women are sidelined to don the secondary roles. The novel analyses how in Hindu traditional society, the patriarchal discourse is subverted by the powerful, empowered female characters and they redesign their lives to attain sense in their lives.

Githa, in TFN, has revisioned the women characters of the mythologies from the perspective of a modern, educated and empowered woman. She asserts through her characters Sita , Devi and Parvatiamma that unless the patriarchal archetypal images are restructured the subjugation of women would continue across generations .She questions the justification behind the male discourse that glorifies only the ideal role model like 'Sita 'but sidelines other rebellious characters .She also lays bare the unfulfilled , tormented , lifeless lives of Indian women despite being ideal and following their roles and responsibilities as stated by the Puranas , epics and mythologies .She demonstrates very clearly that empowerment of Indian Women will happen only if women subvert the male discourse and womanhood is prescribed from a woman's perspective .

She interrogates the concept of ideal woman that has been implanted in the minds of men by the norms prescribed by the epics. Thus the novelist advocates strongly a total revamp in

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the structure of the society and a different outlook about women to nurture a harmonious society .She also urges that women empowerment could happen and inequalities between men and women could be bridged only if the voices and innate feelings of the women are heeded upon and equal opportunities are given to women in all spheres of life.

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LANGUAGE ACQUISITION FROM MOVIES TO IMPROVE COMMUNICATION SKILLS OF NON-NATIVE ENGLISH LEARNERS

Mrs. Sudha Singh

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Abstract:

Usage of audio-visual resources enhances the non- native communication of the English language learners. With the presence of vast variety of audio-visual resources in the present era, provides the teachers of English language to choose appropriate audio-visual clips or movies. Researches prove that the competency of language learners have improved in verbal as well as the written skills of the language. Through movies the learners are exposed to the authentic language input which enables them to learn, how language operates and challenge them to use language independently. This also develops students' listening and communication skills. Movies offer visual imagery and motion of the film delivers a multisensory involvement by the language learners. Immersing technology in to English language teaching serves a variety of purposes. This pragmatic approach can aid students' critical thinking skills as well as the linguistic competence. This paper gives emphasis to the usage of audio-visual aids such as movies, documentaries and short films etc. generally can play an important role in the pedagogy of English and can necessarily be used in non-native English language learning context. The attention of the students is observed more in comparison to the text course material as it offers visual ambience which helps them to enhance their learning and understanding skills.

Literature Review

There are many researches which reflect the benefits of using films as a proficient strategy in ELT to the foreign language learners. To name a few, Films enhance learning of a language through providing adequate input which is necessary for spoken language learning (Bahrani& Tam, 2012). Champoux (1999) says using films can be a good teaching resource. Films inspire the learners to learn English and the visuality helps the slow learners improve their comprehension skills. Films are an ideal way to engage students in doing array of tasks in a second language learning classroom (Goldstein & Driver, 2014). Reid (1987) says that films provide a room for different learning styles in the classroom. Using films in ELT has numerous advantages compared to conventional teaching styles (Wilson 2017). Films offer learners with

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genuine input so they can be viewed as authentic material (Mishan, 2004, p. 216).By reviewing the literature one can easily say that using films in English language teaching is an adept method and has numerous benefits compared to conventional teaching styles. Mishan (2004) and Gilmore (2007) say that films can bring authenticity to the classroom. Draper (2012) says that visualization is an important prerequisite to be a good reader. By watching films one can easily acquire language sub-consciously (Krashen 1985: p.4).Movies provide a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept. When reading a text, movie features can help students connect to new information they may have not had background in and adapt their new thoughts, images, and feelings to the text at hand (Gambrell &Jawits, 1993)

Other scholars have concluded that movie fragments help enhance memory and recovery of information in reading and listening (Pezdek, Lehrer, & Simon, 1984). Using the same pattern, film may help develop writing skills through providing interesting and motivating clues to accompany audio or written inputs, in that way it assists comprehension and production of foreign language input/output (Hanley, et al., 1995).

Objective of the study

The objective of this paper is to engage learners in activities which demand their independent participation, and to develop linguistic proficiency. The essential question every teacher needs to consider is, if their students would remember what was taught to them in the earlier class to their current one. The present study emphasis on how films can aid in enhancing the English Language among the students of English as their third or second language. Films support in teaching diverse skills when used in a foreign language teaching class room. Teacher can utilize in teaching skills such as verbal, writing, vocabulary, grammar and cultures as these are distinct dimensions of a language which are not conclusive, the teacher must use contrasting teaching techniques / methods while teaching the said skills. According to Katchen (2003), those learners who can communicate well in their mother tongues will also be the decent speakers when they learn L2. Though the verbal skills cannot be automatically acquired but by constant training the student will learn it.

To improve speaking skills

There are two types of conversations which, one engages in their daily life – Formal and Informal. The formal conversation happens when one speaks to a stranger or a superior. This has a less chance of prolong conversation as they mostly comprise of question and answers. Whereas informal conversations are longer or shorter depending on the need of the speakers as they are familiar with one another. Conversation skills can be enhanced by using movies as a fragment of language teaching. This attracts the attention of the slow learners which means that the attention

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of the class as a whole is on learning. The movies also help the learners to catch the gestures and body language while speaking in various setups. Using the imitation method depending on the British or American English the education system prefers for the pronunciation can be improved by the students.

The present-day technological era has various trends in language. The second language English learners are expected to be at par with the native English speakers. The thought of having English as their second or third language sometimes skips from the mind of a few people, especially in India. Somehow few people measure the intellects of the people basing up on the fluency and accuracy of their English. The sources which can provide them with authentic listening and speaking in terms of fluency and pronunciation are limited. Needs such as this bring the idea of learning the language from movies to increase the proficiency of the learners. The technological advances provide with the equipment through which teaching can be made innovative and quick to learn.

To enhance listening skills

Often the learners of L2 have fewer opportunities to listen to the authentic conversations in order to expedite their learning. In this scenario movies can be made handier to bring the authentic conversations from first language users available to the learners. In India the learners have various accents which learners are easy to catch and understand in comparison to authentic accent. Movies provide them understand and enhance their intonation and vocabulary.

Herron and Seay (1991) had conducted research on using video in listening comprehension for EFL students. He used intermediate level of students and has divided them into two groups, experimental and controlled group. The experimental group has substituted the regular classes with listening to the authentic radio tapes. The controlled group followed the regular class activities without and exposure to the radio tapes. The study has provided evidence that the experimental group performed significantly better on the final tests of listening comprehension with both the video and the audio than did the control group in which no strategy training occurred. Herron, et al. (1995) has come to the conclusion that ...

"Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is

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thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language" (Herron, et al., 1995, p. 775).

To develop their vocabulary

Vocabulary is an important tool which the L2 learners must equip themselves best with. It makes the learners communicate better. Learners and the teacher have to always put efforts consciously to keep adding new vocabulary in their bank of learning. Learning vocabulary in a foreign language is not as easy as learning words in L1. Using audio visuals to do the same makes it convenient to remember in the long term if used repetitively by the learner while communicating. Lot of practice and repetition results in a fluent and impressive speaker. The findings of Florence's' study also revealed that movies enabled students to learn faster and remember longer especially in terms of vocabulary; as well as the study in South East Europe (Ismaili, 2013) which concluded that using movies in the classroom stimulated the perceptions of the students directly and made the class livelier and led to more teacher-student discussions. The results of the study support King's (2002) argument that movies in itself is a stimulus, in which learners can be motivated" to communicate in contemporary colloquial English" (King, 2002, p. 33). Withample practice and reiteration, even underachievers can add up totheir vocabulary.

While watching the film teacher can point out at particular vocabulary related to the social context in the film. By doing so the learner can be in a position to use the vocabulary in their social life. However, the learners may not acquire 100 % of this vocabulary correctly, but it will be good enough for them to use when the social situation arises.

At the end of the movie, a word lists and fill in the blanks made from the narration of the movie can also help in learning vocabulary. Prepared questions which need exquisite words as answer from the movie can also be given which the students would require to answer while watching films. In order to teach this, the teacher can pick a specific scene which may be related to a social setting and then prepare a worksheet with some missing vocabulary and ask the students to fill in the missing information while watching the film.

Thus, films help in teaching vocabulary in a simplest way to the students. According to Rosenweig, (1979) there are two uses of vocabulary exists in any language: Active use of vocabulary and Passive use of vocabulary. In active use of vocabulary, one can recall the vocabulary and produce it. In passive use of vocabulary one can recognize it and comprehend. However, both active and passive uses of vocabulary are very important in learning a foreign language.

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To upgrade their writing skills

Writing skills are another important aspect of learning which needs conscious efforts from an individual. Movie can be used as a tool through which students can trigger themselves to create an article which requires analytical thinking. A short Introduction Audio visual can be shown to the students to interpret and write on their own. This not only improves the writing skills but also makes them to unleash their potential of creative thinking. Katchen (2003) says that as writing is considered as a productive skill so the engrossment of brain is emphasized in this process. He also says that films can bring array of writing tasks into the classroom.

This can be done by giving the students a task of writing a review of the film, make a report on the various creative aspects, appreciate and provide recommendations as per the observation. They can even write about their experience of watching a movie which is based on a book, which one they enjoyed doing the most, reading? Or watching? There are many literary movies such as "Pride and Prejudice", "The Gulliver's travels" and "The Frankenstein" etc. This will provide them with an opportunity to exercise various types of writings such as analytical, review, precis, essay and report etc.

To learn and appreciate varied cultures

Every language has originated from a place among the group of people which in turn has its unique culture. When one learns a language, it implies that the language will introduce its culture to the learner as well.English language learners can learn the language and its culture by watching a film or a movie based on it much better in comparison to reading it from the books.It's important toteach the students that culture is always embedded in the language. By showing genres like drama and historical, students will have a big picture of the culture variation. Teacher can ask the students to compare their own culture with the culture shown in the film and initiate a debate or ask students to write an essay.

This helps the student to understand the world and accept the difference and take what is good from it.Introducing various cultures to students through films we can make students tolerant, liberal and sensitive to other cultures and respect them. Movies can be a good source to raise questions and discussions. Several written and verbal assignments can be given to students constructed on the cultures they have encountered in variety of movies. Cross-culture communication can also be possible by using films in the classroom.

Planning a Lesson plan

Planning is an important aspect of teaching to create a successful learning among the students. Primarily the teacher can choose from the collection of movies based on classic

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literature of English but should keep the age group in mind to understand the political and social aspects of the movie. Stoller (1988) says that preparing the lesson well in advance is considerably significant. Though films bring variety and flexibility to the classroom, one must take enough precautions in choosing the right films for the students. So, the films should be selected and previewed carefully.

The teacher must do a lot of homework before showing the film in the class. The teacher should make sure that the students understand the instructional objectives of a film lesson and emphasize that the designed pedagogical goals are accomplished at the end of watching film. Stoller (1988) highlights that a film chosen should complement instructional and curricular objectives. The comprehensibility of the film is one of the important factors while choosing a film to show to the students. The students should comprehend the film and accomplish related tasks. The comprehensibility of a film, brings the students together to work on the related tasks. Moreover, it should not be a burden on the teacher to help students understand the language of the film.

Secondly, the films have to facilitate the learner with sufficient pictorial support. The visual images in the film should support the verbal messages so that the students can comprehend what is going on. For students with good comprehension skills fewer visual images with more verbal messages can do the trick. The delivery of dialogue also plays an important role in making the choice of the films. Basing on the artists origin the slang and dialogue delivery may not be understood by the students. The accents and the pace of dialogue delivery must be kept in mind while choosing a film. Any extremes may become difficult for students to keep the pace while watching the film. So, the teacher should analyze the students' ability of comprehending into account and choose the right film to derive the required output from the students. In addition, the teacher should choose the film which complements classroom activities.Pre-viewing, viewing and post-viewing activities better facilitate the learners in comprehension as well as to achieve desired pedagogical goals.

Stoller (1988) points out that before actual viewing of film, students should go through previewing activities. These activities make them ready for the actual viewing. Pre-viewing activities includes vocabulary exercises, brainstorming, discussions etc.Pre-viewing helps students to be at pace and comprehend the story and characters involved in it. While viewing activities make the students focus on the film and aid them in understand the twists and turns in the film. Post viewing activities are very important because with those activities the teacher can assess whether the efforts put in showing the film is fruitful or not. Post-viewing activities enhances written and oral skills. Students can be asked to write about the summary or gist of the

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film or describe their favorite character and also, they can be given a chance to add specific details to their favorite character. When it comes to oral skills, students can make presentations about the film or about the climax or about their favorite artist in the film. They can also have debates or discussions. Debates and discussions aids in students improve their public speaking skills. Gathering information exercises can be a good task in all these activities. The mentor has a great variety of lists to choose from simple fairy tales to classics of Shakespeare, from historical, mythological to science fictions to promote better imagination and critical thinking among the students.

Challenges

Films can bring a vast variety of concepts alive in to the classroom. With good it comes along with various challenges. Even if the teacher plans everything perfectly for the class. There are two types of challenges which could majorly affect the class when choosing a session based on audio visual tool:

- 1. Technical
- 2. Non -Technical challenges.

Technical Challenges

Stoller (1988) points at the poor equipment which can pose challenges while using the film. The class room may be equipped with the state-of-the-art gadgets, but after all they are machines so some or other technical issue may arise while using the film.

For example: issues with projector, Sound system, Computer accessories and Internet to name a few.

Non-technical Challenges

According to Stoller (1988), using films in the class is a time-consuming act since the teacher has to view it couple of times before showing to the students. By doing so, the teacher has to keep aside all her other works and has to spare her time in watching and preparing the tasks related to the film. Hence, the teacher has to solely focus on the activities related to film and ignore some other classroom activities. Secondly, the teacher has to do a lot of homework before showing the film. Unfortunately, if the teacher if the misses any detail.

There will be chances of student's not paying attention to the teacher's instruction and make noise as they aren't interested to watch or they are completely immersed and are paying no heed to what the teacher is saying. It's very important to note the mood of the students while watching the film on various aspects. Presence of various slangs and accents used in the film can also be one of the challenges while watching i.e. if the students find it difficult to comprehend then the whole session goes wasted. Films with neutral accent which can be comprehended by theweaker students must be chosen. Choosing an accent depends upon the variety of English

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language which is being used in a certain country i.e. American English or British English. Most importantly, the level of students can be a big challenge. As we all know that a class comprises of students with various level of comprehension so it's a big challenge for the teacher to get desired output equally from all the students.

Assessment to test the learning

As assessments help the teacher or the mentor to assess the level or amount of learning among the pupils. It should be done adequately. For example, the primary students can be introduced to the language through short poems or stories as recreation time which should not be assessed. The learning effects can be measured in the later stages whereas the secondary and higher students must be assessed by any of the assignments as mentioned above or by writing a review of the book in comparison to movie with recommendations etc.

Conclusion

Using movies in the language classroom aids language acquisition from movies to improve Communication skills of non-native English learners. It not only improves the learner's ability to comprehend but also makes them learn by imitation of the authentic style of speaking. They also get exposure to various accent, slang, cultures, vocabulary, idioms, and phrases etc. It also motivates the students to learn and increase their interest towards learning English. Multisensory input is likely to assist in more effective memory retention.Nevertheless, in sequence to attain its pedagogical aims, movies should be deliberately chosen based on the course syllabus, pupils'interests, and their proficiency level. While designing the tasks and the materials that incorporate the movies into classes, the main goal of using this authentic material and the objectives of the specific lesson should always be kept in mind. In addition, language teachers should not ignore the importance of planning useful and meaningful tasks for students before and after viewing in order to make the teaching focus more explicit, hence students want treat it as a pure source of enjoyment and entertainment.

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ENGLISH FOR EMPLOYABILITY

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Abstract:

This article expresses the importance of English for engineering students in India. The lack of employability skills for engineering students is because of the inability of communication skills in present scenario. However, the vital problem is lack of speaking skills for poor background students. Majority of the students belong to rural background and Telugu medium. Especially for engineering graduates after completion of engineering course, they are still facing the communication problem in the time of interviews. As the Corporate people are expecting minimum communication skills, undergraduates are unable to fulfill the desired result apart from their academics. In addition to it, many colleges are not providing sufficient soft skills faculty members rather than academicians. So, based on the requirement of the graduates in the country, every individual college should have their own in-house faculty trainers in their colleges and also should be implemented in their academics' time-table. This should be considered inevitably as regular class work from first year to final year of the course. Besides this, students must be encouraged as coordinators for team work skills, which would build leadership skills in and around of their learning. Hence, by all means, it is crystal clear that English is incredibly playing a significant role in our society.

Keywords: Communication Skills, Employability, Soft Skills, Personality Development, Leadership Skills, Social Skills.

Introduction:

English is the language where its importance is day-by- day augmenting. This has started its importance from the time of our great leaders of freedom struggle such as Gandhiji, Jawaharlal Nehru and so on. As there was not much importance of education in those times, English language did not emerge as f now. In the later stages, English started its influence that all the Medical; Engineering books are completely in English Language. Besides, due to the advancement of science and technology English made important for education and acquaintance with one state to another state and with one country to another country in terms of business as

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well. Along with this, software developments are taken place. Therefore, Multi-National Companies developed around the world that English language is a must to learn for employment rising. Consequently, communication skills have got importance for career building.

Problems of Learning English in Undergraduate Colleges:

There are numerous problems facing in engineering colleges in today's world. Basically, students who come to Engineering are mostly from rural areas and semi-town areas. They are typically from Telugu medium background. Even though they have English subject in their earlier studies, students did not learn it as a language but learnt as a scoring subject. No oral activities occurred in their studies. Therefore, they did not effectively expose to English language. Hence, their schooling and Intermediate has gone with emptiness in language learning.

When the students abruptly, go to engineering college, he is very much aware of the language importance. Faculty will be maximum using bilingual methods of teaching. Therefore, he is not having an environment of English speaking. Coming to 1stB.Tech students, they have English language in which they learn the basics of speaking. From second year, student does not expose to English Language speaking at all. The learnt basics are lost for the rest of the years of engineering. Again, the importance to English comes to students in the time of Placement Drives. In this least timing, students cannot fluent the language very well. This is because; they don't have even reading habits such as reading English novels, literary books as Biographies or Autobiographies. Also, students mostly, don't read English Newspapers or listen to English News. Phonetics is an outstanding pronunciation aspect which could make their tone in an efficient level of speaking, but this is not practiced exactly by students. All of a sudden as the student attend to Face to Face Interview; he cannot communicate with them well in any aspect, either subjective or general. Therefore, there are educational Institutions where there are no Soft Skills Trainers for the enrichment of Soft Skills. Apart from it, students have no social skills and leadership skills. The situation of adaptability in nature is missing among students. Thus, the drawbacks are many that we need to sort out step by step.

Enrichment of Communication Skills:

For the development of Communication Skills, the necessary implementations are needed from the ground level. Firstly, from the school level itself the language inputs are to be increased that the medium should be in English. The language teachers should make the students to speak only in English. They should provide a chance to speak the students on the Dias inorder to reduce stage fear from school level. Students should be cultivated to reading habits from that basic level. Next to it, teachers should motivate students and encourage them to assist them for

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language initiation. Reading habits to be developed that certain project works on reading based to be incorporated. Also, it is the duty of language teacher to make students understand that English language is meant not for scoring aspect but for knowledge and aesthetic sense. Hence, this sort of tendency should be improved in school students, as they can be moulded in initial stages. The next level is Intermediate, where the two years can be influenced by language teacher by improving English project levels. Here, too the lecturers should habituate the students to present seminars and small presentations.

To the level of engineering the student should be firstly, followed with the four year course of English language system. The curriculum is to be designed and supported by University Experts. It is to be mandatory that along with academic time-table, the training time-table is to be incorporated. There should be best soft skills trainers who coultrain students very passionately. There should be needed infrastructural facilities which help the trainers for best utilization and motivation. If there are rural students, they should be continuously motivated for supporting them to speak English. The current changes which are progressing at every step are to be updated to students. Personality development lectures are needed to provide students from every now and then in a year. Phonetic pronunciation practice is to be continuously practiced with students that they will improve their pronunciation style.

If a wrong listening is made the action of the wrong listening will result to negative. Hence, Listening skills are to be encouraged for good understanding of knowledge and of different people. Newspaper Reading activity is to be progressed. Hence, reading skill is important for understanding and knowledge development. Writing skills are vital for drafting messages when students are hired for companies since they will have e-correspondence with one company to other company. Colleges should encourage students for technical presentations, symposiums and seminars which will empower the students in language building aspects. Apart from all these Mother tongue influence is mostly to be rectified.

Conclusion:

English is a language which is ruling the world in every sector. If a person need to attain himself into a respectable position, he should be able communicate with others in English language. Soft skills make an asset in this world being for the dynamic progression. Leadership qualities, social skills, communication skills, attitude, adaptability, emotional and social intelligence make him to escalate to the level of career building. To end up, English plays an

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implausible role which assists in attaining a stupendous employability in this competitive global world.

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PROBLEMS OF EQUIVALENCE IN TRANSLATION – A CASE STUDY

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Abstract:

Translation is an essential and indispensable tool to understand and appreciate the rich diversity of human community living in different parts of the world. It plays a paramount role in a multilingual and multicultural country like India as in the wider global arena. It is instrumental in enlightening people of their own rich ancient and modern heritage as well as of other cultures near or far. The translators must follow the appropriate translation method in translating the Source Language Text into Target Language Text depending on the nature of the text. All the theorists and linguists of Translation Studies point out that it is difficult to achieve complete equivalence because of the difference between two language systems and cultural differences. However, the translator while translating must try to find the closest equivalent in the Target Language. The aim of the translator should be to give the sound, the sense and the feel of a Source Language Text. The paper deals with a case study of translating four short stories from Kannada to English taken from the collection of Short Stories "Samagra Kathegalu" written by Bagalodi Devaraya a popular Kannada Short Story writer. The paper also discusses the problems encountered in translating these texts mainly with regard to the task of achieving equivalence within the framework of the communicative and semantic equivalence approach of Peter Newmark.

Keywords: multicultural, multilingual, Equivalence, communicative and semantic equivalence

Introduction:

The need for translation has existed since times immemorial and translating important literary works from one language into others has contributed significantly to the development of world culture. Ideas and forms of one culture have constantly moved and got assimilated into other cultures through the works of translators. The history of translation is related to the history of the often invisible cross cultural interactions of the world.

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The credit for the first formulation of a theory of translation must go to Etienne Dolet (1509-1546). He was born in Orleans, France. Dolet published in 1540 a brief but unsurpassed statement of translation principles. He summarized the fundamental principles of translation as follows

- 1. The translator must understand perfectly the content and intention of the author whom he is translating.
- 2. The translator should have a perfect knowledge of the language from which he is translating and an equally excellent knowledge of the language into which he is translating.
- 3. The translator should avoid the tendency to translate word for word, for to do so is to destroy the meaning of the original and to ruin the beauty of the expression.
- 4. The translator should employ the forms of speech in common usage.
- 5. Through his choice and order of words the translator should produce a total overall effect with appropriate "tone".

Dolet senses the prime necessity of the translator's being in full rapport with the spirit and intent of the original author. Theories of translation have been propounded by renowned theorists like peter Newmark, Eugene.A.Nida, J.C Catford, Roman Eric Jacobson and some others.

Peter Newmark:

Peter Newmark was one of the main figures in the founding of Translation Studies from the 1980s. His *A New Theory of Translation* focuses on various concepts on Translation. His main contribution to general theory of translation was the introduction of the new concepts: Semantic Translation and Communicative Translation. Semantic translation retains the aesthetic values of the source text. Communicative translation attempts to reproduce the contextual meaning of the source language text.

Peter Newmark emphasizes that the translator must be closer to the context. A text will have its intended meaning only in reference to the context. For example, to translate the short story "Shukracharya" the translator should be familiar with the evils of caste system in India. It is very vividly brought out in the character of Suneethi. When her husband Ashwathaama says, "We have our faithful tenants. They are our friends and relatives, near and dear ones." Suneethi asks indignantly "How can they become our relatives, near and dear ones? The low caste people!"

Imagination and visualization play an important role in translation. The knowledge of Literary and non-Literary sense is essential for the translator. When the source language

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metaphor is untranslatable, the translator should search for the closest equivalent in the target language. If this is not possible, he should first translate intuitively, and then explain the total sense and beauty of the original metaphor.

Eugene.A. Nida:

Nida has been a pioneer in the fields of Translation theory and linguistics. He gave a theoretical and scientific bent to translation. According to Nida, The translator must be able to find the closest natural equivalent of a text. Nida's book on *Towards a Science of Translation* was published in 1964. In this book he introduces the theory of "Dynomic Equivalence" or "Functional Equivalence" and "Formal Equivalence".

Dynamic Equivalence:

The aim of Dynamic Equivalence is to seek the closest natural equivalent to the Source Language. According to Nida, dynamic equivalence is the "quality of a translation in which the message of the original text has been so transported into the receptor language that the response of the receptor is essentially like that of the original receptors". The dynamic equivalence is directed towards equivalence of response.

Formal Equivalence:

Formal Equivalence focuses on the message of the Source Language Text in both form and content. The translator has to be concerned with correspondences as sentence to sentence, word to word and concept to concept. The message in the receptor language should match the different elements in the Source Language. It demands accuracy and correctness. In this type of translation, the translator attempts to reproduce as literally and meaningfully as possible the form and content of the original. It is close to the original text in terms of syntax, idioms, themes and concepts.

The Basic Requirements of a Translator:

A.J. Arberry says, "No translation, however learned, is of any value that does not give at least some of the joy to the reader that was given by its original." Translators should have to be not only intermediaries between language systems but also should be intermediaries between cultures. If the translator is to produce an acceptable translation he must have an excellent background in the source language and at the same time must have control over the resources of the language into which he is translating.

The translator must understand not only the obvious content of the message but also the subtleties of meaning, the significant emotive values of words and the stylistic features which determine the 'flavour and feel' of the message. In addition, the translator must have a thorough acquaintance with the subject matter concerned.

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Specific Problems in Translating Short Stories from Kannada to English:

The researcher has translated four selected Kannada Short Stories taken from the collection of Short Stories titled `*Samagra Kategalu*`by the renowned kannada Short Story writer Bagalodi Devaraya in to English. They are 'Shukracharya', 'Saheb of the Handloom' (*Maggada Saheba*), 'The Obstacles of Krishnappa' (*Aravindavadaneya Thodaku*), and 'Amusements of Krishna' (*Krishna Leele*)

Since no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages. Therefore the translator must find the closest possible equivalent.

Syntactical untranslatability

A simple sentence in English has a subject, verb, and object—in that order. But not every language shares this structure. Kannada language follows a sequence of subject, object, and then the verb. As a result, translators frequently have to add, remove, and rearrange source words to communicate effectively in the target language.

For example:

Amma Kaayile biddaru (*Saheb of the Handloom*) SL Subject+ object+ verb – (S+O+V) Mother fell ill. TL Subject+ verb+ object –(S+V+O)

Lexical untranslatability:

It is due to the absence of a lexical substitution in the TL. So we can substitute it with the meaning of the term in the target language. Eg: The Kannada words Mangala Sutra, yetha cannot be rendered into English for there is no lexical substitute for these terms. So we can substitute it with the meaning of the term in the target language.

Mangala Sutra - (*Shukracharya*) SL- A sacred thread tied by the bridegroom to the neck of the bride during the marriage. TL

Yetha- (Amusements of Krishna) SL - A big leather piece used to draw water from the open well with the help of bullocks, to water the fields.

More than one equivalent:

Sometimes we find two or more equivalents in the Source Language for a single Target Language word. Some of them are as follows.

Family – kutumba, samsara – Shukracharya

Son-maga, maani, putra-Shukracharya

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Kannada does not have a copula equivalent to English be form 'is'. So the translator has to add while translating it into English.

For example:

Nimage ellavu parihaasave. - (Shukracharya) SL

Everything is fun for you – TL

Idiomatic Expressions:

Idioms are linguistic expressions, specific to each language or culture. They are essential elements of the language. Some Idiomatic Expressions in kannada are difficult to translate into English because it is difficult to bring out the original tone. The meaning of the idioms cannot be understood by the literal definitions of the words it contains. It explains something more. In most of the cases, when we translate the idioms, we can only give its meaning.

Example:

1. Malagida sarpavannu naaveke kenakabeku (Shukracharya) – SL

Why should we irritate the sleeping serpent – TL

2. Haavina huttakke kaituruki kadisikollabeda (*The Obstacles of Krishnappa*) *SL* Don't get into trouble imprudently- TL

Material Culture:

Some Kannada terms which refer to food, clothes, festivals, and rituals cannot be translated into English, for they do not have equivalent terms.

Terms which Refer to Food:

The names of our food items cannot be translated into English. It is because they do not have equivalents in English vocabulary. In the absence of such equivalents, we have to use a descriptive equivalent. So that the readers of a different culture would also get an idea of what they are like, both in terms of their form and taste. Thus food terms create problems in translation.

Example: prasaada - A devotional offering made to a god or gods, typically consisting of food items that are later shared among devotees. (*Saheb of the Handloom*)

Laddu(いる) - an Indian confection, typically made from flour and sugar, and, that is shaped into a ball. (Saheb of the Handloom)

Terms which Refer to Festivals:

Urs - Religious festival of Muslims (Saheb of the Handloom) Ganeshchaturthi – birthday of the Hindu God Ganesha (Saheb of the Handloom) Krishnashtami – birthday of the Hindu God Krishna (Saheb of the Handloom)

Translation of kinship Terms:

The organization of the kinship system is different in different languages.

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For example, English kinship terms like ` uncle', 'aunt` `brothers`,` sisters` have a number of equivalents in Kannada .

Maternal uncle – maava

Elder paternal uncle – doddappa

Younger paternal uncle – chikkappa

Paternal aunt – atte

Elder maternal aunt – doddamma

Younger maternal aunt – chikkamma

Elder brother – anna

Younger brother – thamma

Elder sister – akka

Younger sister - thangi

Cultural Problems in Translation:

The culture and traditions of India is completely different from that of English. For example wearing a sacred thread (Mangala Sutra) that is tied by the bridegroom to the neck of the bride during the marriage is a symbol of a being married and the husband is alive. Once the woman loses her husband she doesn't wear it. When Suneethi in `*Sukracharya* ` lost her husband, she had to undergo the cultural practice. The Indian tradition and rituals are powerfully projected in the SL. But the researcher found it difficult to convey the same message in the TL owing to the cultural and traditional disparities.

Example:

"Natadrushtalaada Suneethiya Mangal Sutra kadiyuvudu, kai balegalu pudiyaaguvuvu, tale bolaaguvudu." (*Shukracharya*) **SL**

"The unlucky Suneethi's sacred thread which was tied by her husband during the marriage will be removed, the bangles of her hands will be broken to pieces, and her head will be shaved." **TL**

Translating Sarcasm

Sarcasm is a sharp, bitter, or cutting style of expression that usually means the opposite of its literal phrasing. Sarcasm frequently loses its meaning when translated word-for-word into another language.

- 1. "Falithaamshavaagi chaatiya seve bhogisabekaayitu." (*Obstacles of Krishna*)SL As a result, you would have given him to enjoy the service of the whip. TL
- 2. "Nimma chinnada gombeyannu baitumba haaki hogaliri." (Shukracharya) SL

Praise your daughter, the golden doll wholeheartedly. TL

Humor:

Humour is not universal. What is funny to people in one culture and language may not be

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funny for those from another. This presents a challenge for any translator. For example in the short story *Amusements of Krishna*, Mr. Sadashivappa, the Mathematics teacher of Krishna is amazed at the quickness with which Krishna was solving the mathematical problems. He compares his swiftness and cleverness to that of the machine. This is more humorous in kannada than in English.

"Avana taleyolage yeno yantra yide." (Amusements of Krishna) SL

Perhaps, there is some machine in his head.

Economic and social Inequalities:

The author of the Source language has brought out very effectively the economic inequality, the difference in status between Krishna's family and Rukhmini's family in the short story *Obstacles of krishna*. Whereas it was difficult to bring out same effect in translation. Example:

"Avana taayiyu kanneeru surisi "Guthina maneya Rukkminiya mele neenu kanasinallu aase padabaaradu. Avaru asthivantaru, naavu badavaru. Namma janma bere, avara janma bere." – (*Obstacles of Krishna*) SL

Shedding tears his mother said, "You should not have any desire to marry Rukhmini, the landlord's daughter even in dream. They are wealthy. We are poor. By birth they belong to high caste and we belong to low caste." TL

Expressions: Some Source Language phatic expressions of courtesy and salutation are difficult to translate into Target Language.

Example:

Chi (ආ !) - Which is used to express some dislike or disgust

Raayare , Maharaayare, buddhi- to greet someone with respect

Translating Feelings:

Translation means transfer of ideas or knowledge from one language to another. We cannot underestimate the importance of feelings such as happiness, anger sorrow, etc. It was difficult to translate the feelings of joy in Kareem's elderly father when he came to know that his son received Padma Bhushan for his contribution in the field of handloom.

Example:

"Muduka kemmutha kemmutha bikki bikki alatodagidanu santhoshadinda." (Saheb of the Handloom) SL

The old man, coughing and sobbing shed his joyful tears. TL

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Translating Similes:

It is difficult to translate similies. We can only render its meaning. For instance in "*Amusements of Krishna*" the writer has compared the handwriting of Krishna to the beauty of the pearls and clean fresh water.

"Kaibarahavo muthinante. Shailiyo tilineerinante spashta." (*Amusements of Krishna*)SL His handwriting is beautiful like a pearl and the style of writing is as clear as the fresh water. TL **Conclusion:**

Translation is the need of the hour as it helps in the process of dissemination of knowledge available in one language to other linguistic groups. Before embarking on the practice of translation, the translator has to be aware of the kind of text to be translated: genre –wise: prose, poetry, fiction or drama. And the type of text in terms of its original composition, whether it is of ancient, medieval or modern. The translator must be aware of the purpose of translation: transferring information from one language to another or carrying a literary text from one language to another. It is through translation we are able to be acquainted with other socio, political and cultural life of various people and nations. During the course of the translation of the selected short stories maximum effort has been made by the researcher to follow the guide lines put forward by noted theorists of translation especially of Peter Newmark's Semantic Translation and Communicative Translation and Eugine.A.Nida's Dynamic equivalence and Formal Equivalence depending on the nature of the text.

Abbreviations

SL: Source Language TL: Target Language

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IMPORTANCE OF ENGLISH LANGUAGE AND LITERATURE IN THE TEACHING AND LEARNING OF MATHEMATICS

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Abstract:

"A pure Mathematician is somewhat to be a poet." A poet is a personality with strong imagination power and a well comprehension and composition power. As like a poet, a good mathematician should have a good imagination power. A literature is the media through which we can express our views and ideas. So, to excel in any subject it is very important that the student should have a good knowledge of literature and language. As 'English' is the international language, a person should know the language for advance studies and also to express their ideas.

Keywords: Mathematics teaching and learning, Nursery rhymes, composition.

Introduction;

English has been considered to be the first global Lingua Franca. In today's modern world, the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. It has become an inevitable requirement for a number of fields such as computing, medicine and research work.

The study of English language and literature has an important influence on improving students' mathematical skill. Studying English literature opens up a world of inspiration and creativity. It also helps in developing skill that are essential for today's global environment .It also sharpen your own ability to write, read, analyze and persuade. It also develops the skill of analysis, interpretation and self- expression. Language skills are the basic competencies that the talents of today's society must possess. In modern society, the interaction between people is mostly achieved by language. For students, to enhance their language expression and skills is an important means to enhance their communication ability. The good language skill is also the

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basis for students to establish a good interpersonal relationship in the society. At present the social competition is very intense. In order to develop social competition effectively, students must have strong language skill. English language and literature education can effectively provide students with literature and language knowledge to expand the students' thinking space and enrich students' vision, so that the students can experience the language practice activities, which can effectively improve the language skills of students. So, in school education, it is necessary to pay attention to English literature and language and literature has an important influence on improving student's skill to use language.

It is said that "A pure Mathematician is somewhat to be a poet." The characteristic of a good mathematician is same as a poet. Both the personalities should have a strong imagination power, good observation capabilities, amazing creativity and well equipped comprehension and composition power for self-expression. So, to excel in any subject it is very important that the student should have a good knowledge of literature and language. Since 'English' is the international language, a person should know the language for enriching himself and also to express their ideas. The study of English literature can also be an eye-opening experience. Reading, writing and Mathematics should be inseparable. Hands-on Mathematics can stimulate curiosity, engage student interest and build important prior knowledge before students learn about a new topic. The more the students know about the topic, the better they comprehend and learn the topic. Prior knowledge is the strongest predictor of student ability to make inferences from text.

Hands-on mathematics must be combined with minds-on activities. Reading and writing activities can help students analyse, interpret and communicate mathematical ideas. These are skills needed to evaluate sources of information and the validity of the information itself, a key competency for mathematically literate citizens. Many of the process skills needed for mathematics is similar to reading skills and when taught together would reinforce each other. Examples of common skills are predicting, inferring, communicating, comparing and contrasting and recognizing cause and effect relationships. Teachers who recognize the interrelatedness of mathematics and literacy processes can design instruction that reflects these similarities. Becoming a Nation of readers suggests that the most logical place for instruction in most reading and thinking strategies is in the content areas rather than in separate lessons about reading.

Modern Mathematics can claim newness of approach. It introduces a change in the methodology of the subject. It places greater emphasis on student's thinking and discovery and

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less reliance student's memorization. The use of discovery method is the most important method feature of modern mathematics programmes.

Materials and Method:

Mathematics is all about making people a creative thinker, not a calculator. So, to ignite the observation power, thinking capability and presence of mind of the students the following methods can be adopted :

1) Relating Mathematical Concepts With The 'Nursery Rhymes':

Research shows that children who have memorized Nursery Rhymes become better readers because they develop an early sensitivity to the sounds of language. They can be used to teach many important emergent skills.

The benefits of teaching children using Nursery rhymes are:

- They naturally help young children develop phonemic awareness skills, which are the necessary building blocks that children need to develop before they can begin to read.
- > They enrich young children's vocabulary.
- > They provide opportunities for oral language development.
- They introduce children to basic story structure such as problem and solution, cause and effect.
- > They are easily integrated into already existing themes.
- > They are really FUN and can engage young children.

During the first math input into the children, a teacher should remind the importance of Nursery rhymes and songs in children's development. These songs not only include language skills such as rhymes or phonetics, but they also include many mathematical elements.

The mathematical concepts can be explained with the help of the 'Nursery Rhymes'. This method is very helpful for the preschoolers and kindergarten students. Pre-math skills are math skills learned by preschoolers, including learning to count numbers, learning to determine shapes, patterns etc. Patterns help children learn to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills. Even in the lower primary section, the concept of addition, subtraction, multiplication and division can be easily transform to the students through the nursery rhymes. As the small children loves the Nursery Rhymes, so they will love to grasp the concept of mathematics through this fun-learning.

Some of the examples of this fun-learning activity are given below:

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1)



One, two, three, four, five,

Once I caught a fish alive, Six, seven, eight, nine, ten,

Then I let it go again

Why did you let it go?

Because it bit my finger so,

Now you tell me

How many fingers do you have?

Ten total fingers on two hands.

The concept of counting for the beginners can be explained with this Nursery rhyme.

2)



" Jack and Jill

Went up the hill,

To fetch pails of water,

If Jack brought 2 pails and Jill brought 1 pail

How many pails of water are there?

***** The concept of addition can be explained with this Nursery rhyme.

Here, 2 pails + 1 pails = 3 pails.

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3)



Baa baa black sheep

Have you any wool?

Yes Sir, yes Sir three bags full.

If I take one bag, how many bags will be with you?

***** The concept of subtraction can be explained with this Nursery rhyme.

Here, 3 bags - 1 bag = 2 bags.

4)



Pussycat PussycatWhere have you been ?I have been to London to visit the Queen.Pussycat PussycatWhat didyou do there ?I frighten the little mouseunder the chair.The Pussycat has 4 legsthe mouse also has 4But the queen has 2 legs,So, how many legs were there?

* The concept of addition of three numbers can be explained with this example.

Here, $4 \log s + 4 \log s + 2 \log s = 10 \log s$.

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5)



The doubles Song

One and one is two,

And two and two is four

Three and three is six,

So now let's try some more!

Four and four is eight,

And five and five is ten,

Six and six is twelve

So now let's start again.

★ The concept of doubles can be explained with this example. Here, 2+2=4; 3+3=6; 4+4=8; 5+5=10; 6+6=12

6)



The Itsy bitsy spider Climbed up the water spout, Down came the rain And washed the spider out, Out came the sun And dried up all the rain So, the itsy bitsy spider Climbed up the spout again with her friend,

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If Itsy has 8 legs, how many legs they two have?

✤ The concept of multiplication can be explained with this example.

Here, $8 \times 2 = 16$

7)



Here, $6 \div 3 = 2$

2) Relating Mathematical Concepts With Poetry :

Poetry is very important because it helps us to understand and appreciate the world around us. Poetry's strength lies in its ability to shed a "sideways" light on the world, so the truth sneaks upon you. Poetry teaches us how to live. Poetry is like the windexon a grubby car window - it bears to open the vulnerabilities of human beings so we can all relate to each other a little better

Poetry is like a counselor which help us to understand each other. Poetry has the power that can lead us away from hate to love, from violence to mercy and pity. Poetry is a bridge, an immediate path to becoming better people and being the change in the world. It helps us to relize that we are not as different as we think. And despite of our differences, we are not alone in our grief, pain, joy or happiness.

Poetry writing is an exceelent practice for strengthening one's writing skills. Through poetry writing, we gain command of language, cultivate a robust vocabulary, master

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literary devices and learn to work in imagery. However poetry has other benefits that are meaningful on a more personal level.Writing has long been hailed as a deeply therapeutic practice. In fact, all the arts have therapeutic benefits, but poetry imparts a broad rangeof emotional and intellectual benefits that are useful to personal growth, whether we're working on self-improvement, emotionalor psychological coping and healing, developing relationships, and even furthering our careers-

Including careers outside of the writing field. The benefits of poetry writings are:

- > It builds Reading, Speaking and listening skills.
- Poetry fosters emotional expression and healing through self-expressionand exploration of one's feelings. It provides a safe way to examine and understand our feelings.
- Self –awareness: Through raw expression of our thoughts and feelings, poetry can help us to become more aware of what's going in our hearts and minds.
- Creative thinking: With its emphasis on symbolism, metaphor and imaginary, Poetry writing fosters and promotes creative thinking.
- Catharsis: The action of creation---of making something out of nothing--- is a cathartic experience.
- Critical thinking: Through the expression of our thoughts and ideas, poetry pushes us to challenge ourselves intellectually.
- Developing perspective, empathyand world views: Writing poetry often prompts us to look at the world from a variety of perspectives, which fosters empathy and expands one's world view.
- Cognitive function: Whether we are searching for the perfect word, working out how to articulate a thought or fine tuning the rhythm and meter a poem, the steps involved in crafting poetry strengthen our cognitive processes.

Though poetry and math seem to be unrelated, there are parallels such as rhythmic language and language skills. Reading and writing poetry about math involves students with listening, speaking, reading and writing in order to develop and demonstrate an understanding of mathematical concepts and relationship. Encouraging students to read and write poetry about math will encourage them to find a deeper meaning of math concepts as they develop their poetic voices. Poetry evokes emotions and gives clarity and fresh originality to the abstract and challenging facets of math. It is simultaneously reductive and expansive and by using all the features of language, poets can stretch our understanding of difficult concepts while they surprise and intrigue us. There are several collections of poetry and individual poems about maths that

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will appeal to teachers and studnts. Whether a poem is used to introduce or conclude math class, it will catch the attention of the class and give a unique perspective and invigorating outlook of the topic at hand.

Once the children have been exposed to the variety of poetry about maths they will be ready to try their hands at writing math poems. When we remove the expectation of rhyme, poetry writing takes on new possibilies of quality writing since skillfully – written children's poems often depend on syllable count, on a specific number of words or on certain parts of speech for rhythm or structure.

The quality of the finished products can be enhanced with specific teaching strategies. If children brainstorm before they begin their poems, it will help them choose words carefully. Developing semantic maps will encourage young poets to organize their thoughts. Once the teacher has introduced the rhythmic elements or pattern of a certain poem, one or two examples can be developed as a class.

How to write a Math poem :

- > Pick a Math topic (Like shapes, probability, division ,measurement ,fraction or algebra)
- > Make a list of words and ideas that relate to your topic.
- Write metaphors and similes about your topic using your list of words or ideas.Metaphors and similes link two things that are not usually connected but do share some common elements.Metaphors are phases like "Addition is a birthday party". Similes are like metaphors but use words "like" or "as" as in " graphs are like a radio"
- > Explain your metaphors and similes: For example
 - Addition is a birthday party, you always get more You get a bit of money and presents galore
 - Graphs are like a radio, both can bring good as well as bad news.
- ▶ Write a poem using your metaphors and similes and their explanation.

Perform your Poem:

Here are some ways to perform your Poem:

- > Illustrate the poem with your own artwork.
- Create a dramatic reading of your poem.
- Use story telling software, like Photo Story, Movie maker, iMovie or iPhoto to create a multimedia performance of your poem.

Some examples of Math Poems are given below:

∦ Numeration

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Addition is a Birthday party, You always get more, You get a bit of money, And Presents galore

Subtraction is like ice cream, They both disappear, I know someone who likes them, And he is a peer.

Multiplication is a herd of animals, It's always getting bigger, But when one set hits another, I think they'll merge together.

Divisions are like friends, You have to share with both Both are essential , For our childhood growth.

Operations are really cool! Those who don't like are surely fool. Maths is necessary in life Without it, really difficult to survive.

₭ Fun with Shapes

I have a sweet doll, Her name is Geomita.

Her eyes are as round as circle, But her nose is like a triangle.

Her lips are like oval, I like to eat apple.

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Her head is like a sphere, But her face is very fair.

Her body is like a cuboid, Fast food ,I always avoid.

Her hands and legs are like cylinder, Many squares and rectangles are there in calender.

She has a pair of red shoes, Which looks like pieces of cubes.

The world is full of shapes, With which you can make, beautiful landscape.

3) Composition From Pictures Is Helpful For The Study Of Mathematics:

In the literary sense, a composition is the way a writer assembles words and sentences to create a coherent and meaningful work. Picture composition develops the skill of observation in students and enhances their ability to analyse a given picture and write about it. In order to write an effective picture composition, the basic need is to understand the topic. Once you understand the topic, you may express your views on the topic clearly and fluently.

Sentence formation should be simple and catchy so that the composition retains its interest in the eyes of the reader. Giving names to the people and places will help to make the story more interesting. Conclude with some interesting observations to make the composition extremely impressive.

Mathematics Education can be enriched with Picture Composition or Visual Art Education. The ability to solve geometrical problems is considered important as it is central to mathematics and can be a way to construct new mathematical knowledge. Problem solving requires keen observation, logical thinking and creative thinking. Students need to be able to combine known concepts, skills, procedures and ideas from mathematics other domain in a new way to solve the problem, which can contribute to the construction of new knowledge and deeper understanding of geometrical concepts. Based

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on the core aspects of geometry education, we define geometrical ability as students' ability to understand and explain geometrical problems.

Picture composition has the aim to teach students to develop their visual – imaginative abilities by using their experiences of reality and visualizing these experiences. The main aspects of visual arts education are visual art production, perception (observing, interpreting and analyzing) and reflection (thinking and speaking about a visual art product during or after its production). The creative process is central in teaching the visual arts curriculum.

Thus, in both Picture composition and geometry, creative thinking plays a central role. Art work or the picture for composition should be discussed in a whole class setting in relation to the interdisciplinary lesson theme and with the visual thinking strategies (e.g. "What's happening in this picture?", "What is the most interesting thing in this picture?"). Students thus learn to observe and analyse the visual aspects of a piece of art, to consider the view of others and to reflect on and discuss about possible interpretations. Educating visual arts perception also enables students to extracts shapes and objects from the visual scene which, in return can influence their recognition and visual information representation. Furthermore, Picture composition could improve students' geometric reasoning and data handling skills.

4) Instant Story Formation By A Group Of Students (Teamwork):

In this method, a group of students has to sit in a circle or in a line. A student has to start with sentence and the next student add a sentence. In this way, each student add a sentence and combing all the sentences, they have to form a story and then write the story with a proper title.

The benefits of instant story formation are:

- > It improves the concentration power and listening skill of the students.
- ➢ It improves the language skill.
- > It encourages the presence of mind of the students.
- > It improves the creative thinking of the students.
- > It encourages the logical thinking of the students.
- It improves their patience level as they have to wait for their turn to add the sentence.
- ➢ It encourages the team spirit.

The teaching –learning process of mathematics demands concentration and creative thinking. In the study of the mathematical topics like application of set theory, Real life application

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problems related to the Linear equations, Quadratic equations, Linear programming problem etc. students need to concentrate more, apply their knowledge and presence of mind to solve the problems.

5) Mathematical Concepts With Riddles:

Riddles are questions or statements that offer a puzzle to be solved. They often involve critical thinking on the reader's part in order to figure out the answer. Riddles are sometimes called brain teasers. This offers a challenging entertainment and allow deeper thinking regarding an issue or to allow other questions to arise. Riddles make the reader to think several possibilities in a critical manner rather than a superficial reading. Types of riddles:

Enigma: Enigmas are types of riddles that can employ the use of allegorical or metaphorical devices. These riddles involve critical thinking and ingenuity on the solver's behalf in order to devise a solution.

Example: I have a Head and a tail, but no legs or arms. I am not a snake .What am I?

Answer: A coin.

Conundrum: A Conundrum is a riddle that relies on the use of puns in order to achieve its desired effect.

Example: What kind of tree can you carry in your hand?

Answer: Palm Tree

Most of the people consider Mathematics as a dry subject. Mathematical riddles can be used as a recreational means to teach mathematics. Riddles can be used effectively in the teaching – learning process of Mathematics.

The benefits of teaching mathematics with riddles are:

- > They strengthen both reading and problem solving skills.
- They encourage critical thinking skills and can provide motivation by making math fun.
- > They encourage mathematical development based on current knowledge.
- The challenge of solving riddles can make mathematics enjoyable for students as they are presented in a different way than standard practice problems.
- ➤ When students have to struggle with problems, they acquire a deeper understanding of the mathematical concepts and understanding enhanced.
- The students acquire a research approach that gives a better feeling for the way mathematics works.

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Hence, mathematical riddles can do wonder in the teaching- learning process. When the students are familiar with the mathematics riddles, they should be encouraged to frame new riddles with their concepts. It will help them to learn the subject in a productive way. Even the students can be encouraged to make cross-word puzzles with the mathematical words of their knowledge. Some examples of Math-riddles are:

 I have two hands, but no tail or head. You get the most valuable thing from me. Can you tell, Who am I?

Answer: Clock

 We are three friends, like each other very much, The sum of us is same as the product of us. Can you find, who are we?

Answer: 1, 2, 3 because 1 + 2 + 3 = 6 and $1 \times 2 \times 3 = 6$

3. I am the greatest number, if you square me You will get all the 10 digits from 0 to 9. What number am I?

Answer: 99066

- 4. I come in a square box,
 - When you open the box, you find the yummy circle. But when you eat you find a triangle in your hand. What am I?

Answer: Pizza

5. I am on the tip of a Jocker's nose.

Even on the top of his cap,

Children like my shape so much

As they play with the thing same as me.

Answer: Sphere.

6. I am a special number,

If you multiply the first 9 multiples of 3 with me.

You will always get a triplet.

Answer: 37

7. For the School Exhibition,

Rene bought 1Kg cotton and Raima bought 1 kg pebbles.

Which weights more?

Answer: Both are same.

8. Mom and Dad has 4 daughters,

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Each daughter has one brother.

How many members are there in the family?

Answer: Seven.

9. My daughter has many sisters.

She has as many sisters as she has brothers.

Each of her brothers has twice as many sisters as brothers.

How many daughter and son do I have?

Answer: Four daughters and three sons. Each daughter has 3 sisters and 3 brothers, and each brother has 2 brothers and 4 sisters.

10. I am a three digit Palindrome number,

The digits add up to 4,

If you square me, I become a Palindrome number again.

Can you guess me?

Answer: 121 or 202 because $121^2 = 14641$ and $202^2 = 40804$.

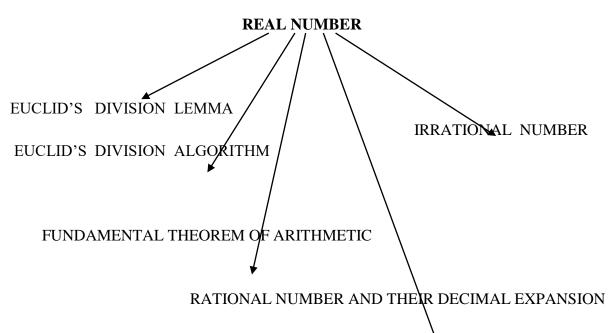
6) The OK4R Method:

Each letter in this acronym stands for an important idea in our learning process. The letter O stands for overview of the chapter or the book, through scanning the table of contents, some key ideas from the introduction, preface, paragraph of a chapter or chapter summaries can give us important clues to get an overall idea of the chapter or the book. The letter K stands for key ideas and this will significantly broaden our overview. The 4R stands for four learning tasks, namely, Read, Recall, Reflect and Review. When all the learning tasks are carried out in a thorough manner, the students' understanding, retention, retrieval and appropriate use of the information will improve. The skill of appropriate use of information is very useful when the student has to make a presentation or answering quickly when asked for further clarifications and relationships among various topics. Briefly, it is responding appropriately at all occasions or situations in life. There are various ways to remember important facts, ideas and concepts. Tony Buzon has popularized the technique of mind-mapping: the central idea that has branches all around, with related or connected ideas. Remembering the central idea helps us to recall all the related ideas.

Example of a mind- mapping or concept map is: Chapter name: REAL NUMBER

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Mathematics Journal:

Journal Writing is the process of recording personal insights, reflections and questions on assigned or personal topics. Math journaling is a great way to get insight into your students' thoughts about Math and their problem solving strategies and a wonderful addition to any Mathematics programme. The OK4R method is very helpful to write the journals.

The benefits of Math Journaling are:

- Students have the opportunity to reflect on their strategies and assess their own learning.
- > Students practice putting their knowledge into words both verbally and in writing.
- Instructional focus is shifted from computation to problem- solving and real-life application.
- The teacher gains insight into children's abilities, opinions, understandings and misconceptions.
- > It creates a documented portfolio-like record of student growth and progress.
- > Math Journaling is an open-ended and naturally differentiated assessment tool.

Results:

Studies has found that:

The students with a good reading habit is rich in vocabulary and imaginary power.

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- ✤ A prominent knowledge English language and literature ensures better understanding of Mathematical concepts and problem solving attitude.
- ✤ A better understanding of English language and literature opens the door for better research work.

Discussion:

Mathematics is often regarded as a creative art rather than a science. Italian astronomer and physicist Galileo Galilei is attributed with the quote, 'Mathematics is the language in which God has written the universe'. The universe cannot be read until we have learnt the language and become familiar with the characters in which it is written. It is written in mathematical language as the letters are triangles, lines ,circles and other geometrical figures. Though there is no direct relationship between Mathematics and English ,but there is a prominent relation between language and mathematics. Both are complementary to each other.

The importance of writing in the mathematics classroom cannot be overemphasized. In the process of writing, students clarify their own understanding of mathematics and improve their communication skills. They must organize their ideas and thoughts more logically and structure their conclusions in a more coherent way. Competency in writing can only be accomplished through active practice, solving mathematical problems in a natural vehicle for increasing students' writing competence.

Motivating and engaging students to speak, ask questions, learn new vocabulary and write their thoughts comes easily when they are curious, exploring and engaged in their own mathematics enquiry. Teachers can take advantage of students' innate wonder inquisitiveness to develop language skills while learning mathematical concepts. Integrating literacy activities into mathematics classes helps clarify concepts and can make mathematics more meaningful and interesting. Teachers can use a wide variety of literature, including rhymes book, trade book, economic magazines and fiction book. Selecting a rhymes book for the primary level and a fiction with mathematical theme both provides information and captivates student interest. Fiction works successfully with young learners by embedding cognitive learning in imaginative stories.

Asking students to write mathematics journals about their problem solving experiences or to articulate and defend their views about mathematics - related issues provides opportunities to clarify their thinking and develop communication skills. Another way to integrate writing in mathematics are recording and describing situations that involve mathematics and writing persuasive letters on social issues like the use of sampling by the Census Bureau. National Council of Teachers of Mathematics provides annual lists of outstanding new literature and multimedia materials.

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In the teaching learning process, visual and auditory clues, Charts with pictures of materials and key procedure should be used in plenty. Teachers should use vocabulary carefully, repeat key words often and refer to the charts those are written with words. Working in pairs or small groups improves their language, interpersonal relationship and structure of their works.

Mathematics teachers can help all students increase their comprehension of mathematics texts by activating their prior knowledge through brainstorming, discussing the topics, asking questions and providing analogies. Special attention to vocabulary is often necessary to enable comprehension of mathematics texts. Teacher should introduce new vocabulary and use a graphic organizer, Concept map or collaborative peer study techniques to develop understanding of new topics.

Conclusion:

Hence, Language plays a critical role in learning Mathematics. Students need to correctly read, write, and talk about mathematical concepts. The students should be allowed to participate in mathematical discussions and conversions in the classroom which can help students make of the mathematics they sense are learning. The study of English literature allows people to develop new ideas and ethical standpoints, and can help individuals to present themselves as educated members of society. Studying literature can be enriching and eye-opening experience. The whole world would be in mute mode without literature. Innovations and developments need a language through which the whole world can be familiar with the new ideas. So, if necessity is the mother of inventions, to make the world aware of inventions, knowledge of literature and language is must.

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A JOURNEY FROM SELF-ALIENATION TO SELF-IDENTITY IN SHASHI DESHPANDE'S NOVEL THE DARK HOLDS NO TERRRORS

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Abstract

The contemporary Indian women writers have surpassed the complexity of the human relationship and the miserable plight of women suffering under their insensitive and inconsiderate patriarchal conventions. These women novelists have given a new dimension to the Indian and they have incorporated the recurring female experiences in their writings and it has affected the cultural and morphological patterns of Indian literature. Shashi Deshpande is one among the Indian women novelists has tried to deal with the physical, psychological and emotional stress syndrome of women. Shashi Deshpande has been one of the writers who make an earnest effort to understand the inner dimension of the female characters for the portrayal of the predicament of the middle class educated Indian women, their inner conflict and quest for identity, issues pertaining to marriage and sex, and their exploitation. This study tries to analyse the protagonist's sufferings in her married life how she tries to escape from her chosen life, then in her journey how she transforms from self –alienation to realization which ultimately leads to self-identity with reference to Shashi Deshpande's novel *The Dark Holds No Terrrors*.

Keywords: self-alienation, self-identity, realization, subjugation

Shashi Deshpande the post-independence Indian woman fiction writeris known for her sincerity and ability in voicing the concerns of the educated middle- class Indian women. Her fictions explore the search of the women to fulfill herself as a human being. Her women protagonists are in fact held in captivity. Viewed from this position, the woman in India is still trapped in the world so much so that she cannot have an independent existence without her husband. This idea is vividly portrayed through the protagonist Sarita in *The Dark Holds No Terrrors*. It explores how the protagonist Sarita (Saru) undergoes the exploitation by her mother during the childhood and sexual harassment in the hands of her husband during her married life. This study tries to examine the protagonist's sufferings before and after her married life and

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how she is alienated from her chosen life, then in her journey of life how she transforms from self- alienation to self-realization which ultimately leads to self-identity with reference to Shashi Deshpande's novel *The Dark Holds No Terrors*.

The Dark Holds No Terrors is a very powerful novel that brings out the struggle of an educated woman who belongs to a traditional Brahmin family, where a male child is preferred to a female child and the novel reveals how the indifferent attitude of the family towards a female can drive her into a confused state of mind. The protagonist Sarita is a successful lady doctor by profession. But in reality, her life is a sheer fiasco. She chooses Manohar a lecturer and a low caste boy, as her life partner without her parent's consent. Later her life becomes miserable. As a doctor, she is disappointed in her life and as a daughter, the rapport between her and her mother has deteriorated. Sarita experiences the indifference of her mother and her own guilt feeling. The guilt of abandoning her parents, the guilt of her mother's and brother's death, her career as a physician, her marriage, and her feelings about her husband and children make her feel guilty.

A woman has no identity of her own. Her identity is always in the flux. 'This drastic change of identity, changing both the names that identified you for so many years...how then do you know yourself, and who you are?'(*TDHNT* 118). Sarita realizes the fact that women are born to suffer. God has given them birth just to make them suffer here on this earth. They have to pocket insult at every step; it may be in their family or in the professional front. Men think they are semi-gods who can perform any task and thus achieve perfection. Women have to bear the burden both physically and psychologically. The name with which woman has lived so long is part and parcel of her identity as she is known by that name but marriage robs her of her entity. Smita is re-named as Geetanjali after marriage and her husband addresses her Anju to signify the change in preparing her symbolically to go through the pain. As Smita tells Saru, —And he hates anyone calling me Smita now. He gets very annoyed if anyone does that. He calls me Anju himselfl (118).

Deshpande in *The Dark Holds No Terrors* questions the very validity of the institution of marriage which ravages the life of all women rendering them without life. Despite the fact that marriage is thought to be a source of everlasting joy, love and security in our scriptures, religious texts and Indian philosophy but the picture is not at all pleasant. The reality is marriage is the most important weapon to subjugate women. It is a pity that in the present age it is a means of exploitation. Men consider their wives as their own possession completely forgetting the fact that even women have their own existence and identity. There are many women in the novel shown in the background who are victims of a loveless marriage. They are brutally beaten, sexually assaulted. They work like gallows slaves in their families all through the day still their value in the household is negligible and unnoticed.

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Sarita reflects on the fact that marriage has the unbounded capacity to subjugate women. They change their personalities after marriage. They feel fettered in their in-laws'- house. Whenever they come back to their parental house they smoothen out their long skewed long souls. They are free at heart at their parental house. But they are like caged animals at their in-laws'- house. All their individuality is robbed of from them. They become mere bodies-nay living dead souls.

Shashi Deshpande expresses an important message that alienation, subjugation and exploitation are not restricted to the male-female relationship rather it also exists even amidst female-female relationships. The strength of detestation is so intense, that her mother disowns her and dies dejected at last. Saru's mother had aggravated her by her deliberate aggression and her father had contributed to her present confusion by remaining a voiceless spectator in the family drama. Like a traditional Indian father, he enjoys the privilege of being the Master and head of the family in spite of being irresponsible. He is not worried about the problems of his own family members. He had always been so much a man, the Master of the house', not to be bothered by any of the trivial of daily routine. (20)

The story focuses mainly on the waking up of acquisitive knowledge that is more to life than dependency on husband or parents. The woman has established herself as an autonomous being, free from the restrictions imposed by society, culture and from her own fears and guilt. Saru decides to assert herself and fight her own battle. She realizes that 'her life is her own which she will have to shape as well as face the events of her life. She has come to realize that her profession as a doctor is her own and she will only decide what to do with it. —My life is my ownll (220). She will no longer be a puppet.

The novelist's main objective is to show that one should take refuge in the self 'which means that woman should assert and ascertain herself to overcome the suppressing forces. Sarita's married life with Manu does not run smoothly for a long time and it makes her think that even pleasure is unreal and like an illusion, whereas grief seems more real having weight and substance. The fact is that Saru being a lady doctor is always given more importance. People come to her, surround and ask for and respect her and it is something which her husband cannot digest. This proves how the women have triggered into male institutions which were predominantly meant for men.

This novel *The Dark Holds No Terrors* also expresses the frustration and disappointment of women who experience the repression in the hegemonic male society. The novel shows feminine sensibility through the probing of women's self-quest. Saru is a victim of gender inequality. A male child is given additional importance by the patriarchal society, as he is a

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future progenitor of family lineage. Dhruva, the brother of Saru was showered with love and affection by his mother. She undergoes this gender inequality during her childhood itself. She recalls her childhood days, which justify this gender discrimination. "There was always a puja on Dhruva's birthday. A festive lunch in the afternoon and an aarti in the evening, my birthdays were almost the same... but there was no puja." (168-169).

Saru fights against gender inequality. A girl does not know that she has to be docile, submissive, silent, compromising and flexible when she is born. Right from the moment, the female child is born, the family does not feel happy at all just because she is a female child. When she reaches her puberty, her mother herself subjugates the female child by restricting all the don'ts. From that moment onwards she feels alienated. Later, society subjugates her by way of giving too many restrictions. This is what is seen in this novel *The Dark Holds No Terrors*. She has to resist all the sufferings imposed on her by others.

When her brother dies by drowning in a pool of water, the mother scolds her daughter and shouts "You killed him, why did not you die? Why are you alive and he dead?" (TDHNT 34-35). She resists this childhood inequality during the death of her brother Dhruva. When Saru hears the news of her mother's death, her first thought is "who lit the pyre? She had no son to do that for her. Dhruva had been seven when he died." (21)

Saru seeks love and affection in her family during her childhood but in vain. Education brings a sudden twist in Saru's life. Lack of love, care and emotional insecurity in the family leads her to tie a knot with Manu of her choice. She finds him as a ray of hope. She thought that her marriage with Manu would be the first step towards self-independence but later his love becomes savage, cruel just because of her status in the society. Though economically independent and happy she could not lead a happy life but only a miserable one. Fed up with her married life Saru speaks to the college girls, that,

"... girls, if you want to be happily married, there is one thing you have to remember. A wife must always be a few feet behind her husband. If he's an M.A, you should be a B.A. If he is 5'4 tall, you shouldn't be more than 5'3 tall. If he is earning five hundred rupees, you should never earn more than four hundred and ninety-nine rupees. That's the only rule to follow if you want a happy marriage". (137)

Sarita escapes to her father's house, in the beginning, being tortured by the sexual extremes of her husband just because she is recognised in the society as a doctor but this parental home equally brings back the horrible memories of the cruel attitude of her mother who is no more. But her father is indifferent and not supportive enough and when she returned after fifteen years, he received her like an unwilling host entertaining an unwelcomed guest. So she decides

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to go back to her family to treat her husband. It shows how she undergoes a trauma when her professional success has cast a shadow on her married life and how boldly she stands up to the situation and boldly accepts the challenges of her own protégé.

The relation between Manu and Saru worsens as Saru is unable to procure time for her family. Manu puts pretence of an apparently happy husband in the daytime, caring father for their children Renu and Abhi. But at night he becomes too different. His love becomes savage, cruel. He expresses his anger through his sexual assault. Saru confesses the horrible night: "He attacked me like an animal that night. I was sleeping and I woke up and there was this ... this man hurting me. With his hands, his teeth, his whole body" (201). The nightmarish attack repeats again and again and Saru loses its counts. She crosses the limit of tolerance but keeps silent. He hates Saru for taking the breadwinner male position in the house and expresses his fury through rape every night. The climax of this can be seen when an interviewer from women's magazine comes to interview Saru and asks Manu —How does it feel when your wife earns not only the butter but most of the bread as well." (200)

Sarita becomes the victim of the male- dominated society, where she is denied her freedom to act according to her conscience. Her husband Manohar has subjugated her both psychologically and physically. Therefore, she has depicted Saru, as a woman who becomes the victim of a prejudiced society that does not allow women to have any separate identity apart from men. Yet her protagonist revolts and her revolts are the outcomes of her dissatisfaction with the present situation and her psychological trauma. It is through the silent revolt that the novelist depicts feminine sensibility with frankness.

Deshpande reminds that in a patriarchal society, like the Indian society, women have to try hard to find their identities. Saru is a representative of modern Indian women, who is working hard towards the goal. Her quest for identity leads her from self-abnegation (self-sacrifice) to self-realization. Saru herself finds out her own inner world. The turmoil in the mind of her leads to the discovery of her own identity. She does not wish to blame or judge anybody. She broke her ugly silence and goes back to her husband and children to look after them.

This novel brings out the unwarranted situation of Saru. The suffocation experienced by her in the male- dominated society is highlighted. She rebels, rejects and seeks freedom from the traditional norms and way of life very silently. She is mostly alienated and suppressed by the male-dominated society. This alienation and subjugation of women in a patriarchal society seem to be universal and it portrays a middle- class woman's dilemma in hegemonic patriarchy.

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VOICES OF THE MARGINALIZED AND THE SUBALTERN IN ARVIND ADIGA'S *THE WHITE TIGER*

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Abstract

The country is not yet liberated out of caste and class system. It is apparently transformed into a jungle culture where people either eat or get eaten up. Arvind Adiga portrays this marginalization and classism in his novel The White Tiger. It describes the modern India depicting the unruly rule of the rich and the authoritative section of the society. In the name of Indian entrepreneurship the extremely deprived are the downtrodden section of the society, who are in the clutches of the extremely wealthy people. In this society, 'the rooster coop society', are the residents of the village who are in the oppressed darkness. It shows the margin between the rich and the poor. The protagonist Balram, who is oppressed by the corrupt landlords, metaphorically describes them as the animals like the Buffalo the Raven, the Stork and the Wild Boar who all control the underprivileged class of people. The paper explores this discrimination and marginalization persisting in the dominant society where the human melancholy exists in all forms. The novel is a portrayal of the existing real India. The paper analyses the novel in the perspectives of the marginality and subalternity. The communities living in such class system are always striving to fulfill their desire to be in the upper-class society. Through this novel the author brings out the ironic transformation of the protagonist, who finds himself on the side of the dominant class towards the end of the story. It also depicts the two shades of the protagonist.

Keywords: marginalization, subalternity, oppressed class, corrupt system

The predicament of the marginal community is prevalent in the post-colonial literature, the marginal means dividing the society by stringent margins like class, caste, economical status, political, legal system in the counties. These discriminations impact large section of people, it may be a community, a religion or a tribe in a society. Terms such as Subaltern, subservient and

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hegemony are interchangeably used to describe the poor living state of the people under the privileged people in various communities. Arvind Adiga illustrates such severely discriminated class and caste of community in the much acclaimed, Mans Booker award winning novel, *The White Tiger*in2008. The author depicts how the country is still in the clutches of caste and class system. He critically compares the modern corrupt society with degrading marginal society. This society is apparently transformed into a jungle culture where people either eat the others or get eaten up."The underprivileged section of this country is exposed to various forms of exploitation by myriad forms of hegemonic forces" (Agarwal 56).Arvind Adiga portrays this marginalization and classism in his novel *The White Tiger*.

The novel *The White Tiger*, has acclaimed remarkable accolades from all over the world. It has focused on the realistic representation of the realistic India. He portrays the dominant society who takes advantage of the subservient people. He also elucidates how such unbearable suffering under the supremacy of the authority cans side-track the character of the naïve poor persons. His emotions illustrate the plight of poor and he shows how it can damage human moral values in the name of greed and success. It depicts how the protagonist Balram Halwai, who comes from the darkness and with half-baked knowledge takes a drastic step to murder his employer in order to come into the light from the darkness of his life. He shows a society where the working class people have less value than their costly pet animals, (the pet dogs), "The dogs of the rich are treated as more than servants of the rich houses" (Mahendran3).The novel, on one side describes the modern India depicting the unruly rule of the rich and the authoritative section of the society who in the name of Indian entrepreneurship dominate the subservient class.

On the other side the extremely deprived are the downtrodden section of the society, who are in the control of the extremely wealthy people who apparently take advantage of their misfortune. Adiga terms this society as 'the rooster coop society', the residents of the village who are in the oppressed darkness. They know they are the sufferers but they are unable to rebel or raise their voice, "The roosters in the coop smell the blood from above. They see the organs of their brothers lying around them. They know they're next. Yet they do not rebel. They do not try to get out of the coop. It shows the margin between the rich and the poor" (TWT102).Arvind Adiga illustrates the tyranny of the modern world entrepreneurs of the global society, under whose grip are the rooster coop community. Balram Halwai is one such character who becomes a target of dominant upper-class in the village. It seems unfortunate, that the freedom of these villagers is under the wealthy and the powerful people who give work to these villagers. The author ironically narrates how the modern business system differs from the real society. The narration is autobiographical where Balram Halwai, the fictitious character narrates his critically successful story to the Chinese premiere Mr. Wen Jiabao. The premiere expresses his interest in

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learning the secrets of the Indian entrepreneurship, so that he can return to foster entrepreneurship in China, hence Balram desires to share his part of the story as an upcoming entrepreneur. He is keen on explaining his experience as an entrepreneur from India from the mouth of the half-baked person. This critically explains his business world is run by unfair means by a half educated man who gets trained from the unfair rich people of the society, "the half-baked Entrepreneurs are made from half-baked clay" (TWT, 8).Balram is a naïve village boy who faces discrimination, marginalization and yet climbs the success ladder by unfair means which represents him as the white tiger, meaning the rarest of the animals.

Balram hails from a small imaginary village called Laxmangarh near Bodh Gaya. There are seemingly margins between higher classes and the lower classes. The marginality is depicted in the novel shows a large gap between the right and the poor and caste system. The term Marginalization is prevalent in the post-colonial literature and authors like Mulk Raj Anand, Raja Rao, and R.K Narayan Mahashvetha Devi and Gayatri Spivak have examined critical issues like caste, class blacks, whites and gender disparities in their writings. The author represents issues of the marginality in the modern world. He shows how the classes are divided because of wealth and caste. The upper classes live in the elite big mansions where as the lower or working class live in small houses without proper facilities far away from them. Their deprived and destitute houses are far from a typical image of paradise of Indian villagesas generally portrayed. Balram explains the contrary condition of the villages,

I am proud to inform you that Laxmangarh is your typical Indian village paradise, adequately supplied with electricity, running water, and working telephones; Down the middle of the main road, families of hogs are sniffing through sewage—the upper body of each animal is dry, with long hairs that are matted together into spines; the lower half of the body is peat-black and glistening from sewage. Vivid red and brown flashes of feather— roosters fly up and down the roofs of the house" (TWT13).

The image of the villages is given in an artistic imagery which is far from the reality. The author describes this village as the technically a paradise but the people are unhappy and remorseful. There is apparently a wide gap in the standard of living between the luxurious people and the poor people who are struggling for their daily food.

The people of the village constitute the, drivers, cleaners, rickshaw pullers, daily wage workers who depend on the mercy of the landlord to allow them to work in their fields so that

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they can earn their livelihood. The exploitation of these landlords makes them the tyrant villains of the community. They are nicknamed according to their nature, one is called the buffalo a landlord of Laxmangarh who lives on the money collected from the people.Balram says that, "The Buffalo is greediest of the lot. He had eaten up the rickshaws and the roads. So if you ran a rickshaw, or used the road, you had to pay him his feed—one-third of whatever you earned, no less. (TWT 16).The Stork is a fat man with a fat moustache, thick and curved and pointy at the tips, who owns the river and he controls all fishermen and earns a lump sum amount from the villagers. His brother is called the Wild Boar who unfortunately is the owner of good agricultural land around Laxmangarh. He exploits the villagers by showing his dominance, He says,

"If you wanted to work on those lands, you had to bow down to his feet, and touch the dust under his slippers, and agree to swallow his day wages. When he passed by women, his car would stop; the windows would roll down to reveal his grin; two of his teeth, on either side of his nose, were long and curved, like little tusks" (TWT 16).

The Raven owns the worst land, which is the dry, rocky hillside around the fort, and earns money unfairly by looting the goatherds. They metaphorically represent animals who live on the blood and toil of the poor and destitute of the lesser world. Balram says, "To sum up -in the old days there were one thousand castes and destinies in India. These days there are just two castes: Men with Big Bellies and Men with Small Bellies. And only two destinies eat or get eaten up"(TWT, 64). The high walls of the mansions describe the power and authority on the oppressed people. They are the landlords who build their own temples, wells and ponds inside the mansions, and they need not come out into the village except for seizing money. Their childrenaresecurely sent to Dhanbad and Delhi because once Buffalo's son gets kidnapped by the Naxal's. Hence they have a threat from the Naxal, who are known for shooting rich people on their own principles to do justice to the society. So the animal culture prevails, "Their children were gone, but the Animals stayed and fed on the village, and everything that grew in it, until there was nothing left for anyone else to feed on" (TWT 16). Contrastingly the hungry have no choice but they have to migrate to different places in search of their livelihood,

Each year, all the men in the village waited in a big group outside the tea shop. When the buses came, they got on packing the inside, hanging from the railings, climbing onto the roofs—and went to Gaya; there they went to the station and rushed into the trains—packing the inside, hanging

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from the railings, climbing onto the roofs—and went to Delhi, Calcutta, and Dhanbad to find work.(TWT16).

Balram Halwai lives a life in darkness like his whole community. Though he is poor he has a high thinking which brands him different than the others. He strives to have a different life for himself, a life of freedom. In his childhood he observes how his mother leads a destitute life, and he abhors being poor "My mother's body had been wrapped from head to toe in a saffron silk cloth, which was covered in rose petals and jasmine garlands. I don't think she had ever had such a fine thing to wear in her life. (TWT11). In India the jobless are in crowds and great numbers, all in the clasp of darkness waiting for a chance to secure a job for a day.

There, every morning, tens of thousands of young men sit in the tea shops, reading the newspaper, or lie on a charpoy humming a tune, or sit in their rooms talking to a photo of a film actress. They have no job to do today. They know they won't get any job today. They've given up the fight. They're the smart ones. The stupid ones have gathered in a field in the center of the town. Every now and then a truck comes by, and all the men in the field rush to it with their hands outstretched, shouting, "Take me! Take me!" Everyone pushed me; I pushed back, but the truck scooped up only six or seven men and left the rest of us behind" (TWT33).

Struck by poverty the white tiger alias, Balramal ways strives to set himself free of the poverty. While addressing to the Chinese Premier, he expresses his passion to see the light, "I am in the Light now, but I was born and raised in Darkness"(TWT10). Adiga critically portrays the different issues in the country. The beauty of country side depicts the flourishing nature but contrasts the purity of the river Ganga that flows away with the dark soil of burnt dead bodies. Balram describes the mother Ganga Riverof the Vedas, river of illumination, protector of all, breaker of the chain of birth and rebirth. Nonetheless the river has lost its sanctity and divinity for which it is known for ages.

I am talking of a place in India, at least a third of the country, a fertile place, full of rice fields and wheat fields and ponds in the middle of those fields choked with lotuses and water lilies, and water buffaloes wading through the ponds and chewing on the lotuses and lilies. Those who live in this place call it the Darkness. Please understand Your Excellency that India is two countries in one: an India of Light, and an India of Darkness.

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The ocean brings light to my country. Every place on the map of India near the ocean is well off. But the river brings darkness to India—the black river.(TWT10).

Sincevhis childhood, Balram desires to detach himself from the clutches of the marginality and darkness in his life. As a child he used to admire the bus conductor for his uniform, a pay check and a shiny whistle with a piercing sound. So he too wishes to look like him and get admiration from people. This is one reason that he joins the driving class and later he acquires a chauffeur's job at the land lords Mansion. He used to make an impression at school, when he used to answer the school inspectors questions, "In any jungle, what is the rarest of animals— the creature that comes along only once in a generation?"

I thought about it and said:

"The white tiger."

"That's what you are, in this jungle."(TWT22)

He symbolically calls himself as the rarest person- the white tiger. He is a smart boy but is unable to continue his studies. Balram's father is a rickshaw puller, and at one point of time he has to give up his school to feed his family. So his father encourages him and wants him to be a civilized person but he gives up because he is afraid of the lizards at the school. The school drop outs are the half-baked people and Balram is the half-baked boy, who is bold enough to pen his story to the Chinese Premiere, "The Autobiography of a Half-Baked Indian." That's what I ought to call my life's story. He further inscribes, "Me, and thousands of others in this country like me, are half-baked, because we were never allowed to complete our schooling." (TWT 8).

The works that they do not learn from schools, they learn from the world outside world. As a tea seller he learns about life, politics economics, business, marketing, corruption at the humble tea stall listening to the stories of the rich people. After attending several jobs, "Working in a tea shop. Smashing coals, Wiping tables. Bad news for me, you say?"(TWT 24), he gets a divers job at the landlord Ashok's mansion. At the age of twenty-four Balram works as servant at the mansion and as a chauffeur to Mr. Ashok, one of the sons of the Landlords. As a dutiful servant, he experiences a lot of exploitation, humiliation and deprivation which makes him to reflect on his life. At one incident he even serves his loyalty by admitting the accident which was caused his employer's Wife Pinky madam.

He gets jailed in her place which shows the dark side of the corrupt people. One fine day when his employers enjoy the outing, he visits the cliff and observes the beauty of the view from

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a height which gives him supremacy on the dominant people, an authority through which he desires to control. He senses his desire to achieve that power and that fulfillment to escape from the darkness and rooster coop community. Balram looks at the beautiful sight from the hilltop,

"I leaned out from the edge of the fort in the direction of my village—and then I did something too disgusting to describe to you. Well, actually, I spat. Again and again. And then, whistling and humming, I went back down the hill. Eight months later, I slit Mr. Ashok's throat"(TWT26).

Balram symbolically a white tiger, a rare species but it is selfish. For his selfish reasons not to die as a mere poor servant to his master, he gives sacrifice of his whole family for an amount of Rupees, Seven hundred thousand rupees and life of freedom from the darkness. He is the murderer of not one employer but his whole family in Laxmangarh; he becomes a virtual mass murderer. Adiga demonstrates the vengeance by the marginal as a justification to release themselves from the darkness. Balramdesires to release himself from the rooster-coop unlike the others in his community.

He is not one them to suffer in silence like plentiful other destitute in his community.A.J. Sebastian observes, "Balram is representative of the poor in India yearning for their 'tomorrow'. His story is a parable of the new India with a distinctly macabre twist. He is not only an entrepreneur but also a roguish criminal remarkably capable of self-justification"(2).Through this novel the author brings out the ironic transformation of the protagonist, who finds himself on the side of the dominant class towards the end of the story. It also depicts the two different shades of the protagonist.

Adiga portrays the critical situation of the marginalized in the modern global society. The novel in an illustration of the marginality and subalternity of the working class people. The communities living in such class system are always striving to fulfill their desire to be in the upper-class society. However their desires are shattered by the exploiters in the name of Landlords, Businessmen and Politicians. Marginality and the subaltern display the unjust treatment by the hegemony of the such corrupt high society and divide them in class, gender, culture, religion, ethnicity, and economy. It depicts the disorderly rule of the rich and the authoritative section of the society on the extremely deprived and the downtrodden section of the society, who are in the clutches of the extremely wealthy people.

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IDENTITY TURNS A DREAM IN QUEEN OF DREAMS BY CHITRA BANERJEE DIVAKARUNI

Dr. N. Neeraja

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Tirupati

Abstract

Writers of Indian origin worldwide are immensely contributing towards the immigrant experiences of Indian diaspora. Chitra Banerjee Divakaruni is one of the well-known diasporic authors. She is an Indian American writer who began her career during 1990 and established herself as a diasporic writer. Most of her writings address issues pertaining to immigrants and the diaspora. The present paper is an attempt to examine the exploration for an identity of immigrants in Chitra Banerjee's Queen of Dreams. The picture of ancient India and contemporary America is simultaneously projected through the mother, who migrated from India with her husband and her daughter Rakhi in Queen of Dreams. The novel examines how the immigrants' belief about belongingness is shaken, and how the characters continue to identify themselves as Americans. The event of 9/11 introduced terrible conflict and confusion in the immigrants and Indian American community in this novel.

Keywords: diaspora, experiences, exploration, immigrants etc

Diasporic writing occupies a place of great significance between countries and cultures. Fiction by Indian women writers constitutes a major segment of contemporary Indian diasporic literature. The women novelists of Indian diasporic in United States America are Bharati Mukerjee, Chitra Banerjee Divakaruni, Anjana Appachana, Kiran Desai, Jhumpa Lahiri, Sujata Massey and etc. Quest for identity is the most common topic in the diasporic literature and as old as the diasporic literature. Generally, diasporic literature deals with alienation, displacement, nostalgia, existential rootlessness and quest for identity. Identity in literature may refer to the author's adoption of a new culture and language as a means of expression following a migration from their country of origin to another one. Chitra Banerjee Divakaruni is such an author who depicts the cultural assimilation for first and second generation immigrants in a way that few writers have. Many of Chitra Banerjee Divakaruni's short story collections (The Unknown Errors of Our Lives & Arranged Marriage) and novels like The Mistress of Spices, Sister of my Heart and its sequel, The Vine of Desire have explored the many complexities faced by the Indian diaspora living in the United States. Queen of Dreams is no different in that aspect.

The protagonist of the novel Rakhi, is a young, struggling artist and divorced mother with her daughter Jona. Rakhi runs a Chai Shop in California with her best friend Belle to earn a living and provide for her six-year-old daughter Jona. Rakhi and Belle both are a second generation Indians, who has never been to the land of their ancestors. But as an artist Rakhi

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paints fanciful pictures of it in a bid at closeness with her roots. Mrs. Gupta mother of Rakhi is a first generation Indian immigrant in America. She has come to America with her husband, Mr. Gupta in order to save her gift to interpret dreams. But Mr. Gupta didn't know about the wife's talent of dream interpretation. Mrs. Gupta keeps her daughter deprived of her past unrecognised life as well as her country India, which makes Rakhi even more curious about her roots. She keeps her daughter away from the traditional culture because she thinks that this would enable Rakhi to assimilate more easily in the country of adoption. When Rakhi asks stories about the country, Mrs. Gupta said that she didn't know much about it. In the words of Rakhi,

"But my mother told me that she didn't know any good stories, and that India wasn't all that mysterious. It was just another place, not so different, in its essentials, from California." (p.4)

But Mrs Gupta maintains her culture by mostly cooking India foods, wearing saree or salwar kammez and talking in Bengal. Rakhi says,

"At home, we rarely ate anything but Indian; that was the one way in which my mother kept her culture." (p.7)

Mrs Gupta creates an identity for herself which revolves around her dream world which none dares enter, not even her husband or daughter. Her unfathomable past and her dream telling work of the present was brought to light through her journals posthumously. Her dream journals are only her nostalgic reminiscences of her past life in the caves with the elders in India which actually establishes her cultural identity. After her mother's death by a car accident Rakhi discovers a collection of her dream journals written in Bengali.

She becomes dependent on her father to translate though relationship with her father is mostly displeasing throughout her childhood. Although at first, Rakhi blames her father for her mother's death, when the father and daughter start cooperating to save Rakhi's Chai shop which is running in losses, the daughter learns to trust her father and gradually relinquishes her anger. Sitting late into the night and sharing ideas, the father and daughter realize that it is the first time they have spoken to each other directly, without the mother's mediation. While Mrs. Gupta fails to acknowledge the potential possibilities in the integration of Indian and American cultures to her daughter, the father Mr. Gupta not only introduces the daughter to his Indian heritage, but also helps her integrate it with her American identity. The father's stories about him and culture in India provide Rakhi with the cultural context to imagine India in a realistic way.By sharing and helping the culinary secrets with his daughter, the father not only strengthens their bond, but also transmits cultural knowledge and customs. Mr. Gupta helps to resuscitate the Chai House

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by his new variety of Indian snacks and also renamed the Chai house as Kurma House. After the catastrophe of fire in the Kurma House Rakhi realizes her mother's words that, calamity happens so we can understand caring. Disaster makes the customers more informal in their relationship to Rakhi. Not only that, Mr. Gupta's singing habit of old Hindi songs attracts the customers and makes the Kurma House busiest one. The father's affirmative response also brings a crowd of ethnic musicians to the store.

"Some wear Western clothes, and some are in kurta-pajamas, but what I notice most are their faces. Lined, unabashedly showing their age, they hint at eventful pasts lived in places very different from this one, difficulties and triumphs I can't quite imagine. The word *foreign* comes to me again, though I know it's ironic. They're my countrymen. We share the same skin color." (p.194)

The people of Indian origin in America rediscover the joy like an unexpected oasis tucked into an arid stretch of dunes, a something of pleasure they thought that they would never find in America. It seems a pleasure to watch their pleasure to Rakhi who is fond of her ethnic. As things return to normally Rakhi's life shaken by new horror – September 11 terrorists attack. The author has written this novel as a direct response to Sep 11 haunted not only by the vivid images of what happened but also by the repercussions felt throughout the country especially in the South Asia American Community. Divakaruniremarks in her interview:

"I want to touch people, to have them think about issues they haven't considered before to make them more compassionate towards other people", She says "That was my major intention with writing this book after 9/11: if I could make pain and the hope powerful enough in the book, then maybe I might stop some of the prejudice out there and have same sort of counter effect to what followed 9/11." (Interview with Terry Hong)

This event of 9/11 totally shakes the roots of second generation immigrant who consider America as their home land. Rakhi didn't get the talent of dream interpretation as inheritance from her mother, whereas Rakhi's daughter Jonna inherits the talent. Rakhi has been preparing about this terrific incident to Jonna, but when Rakhi tries to describe Jonna just said that she knows what had happened and revealed that she dreamt about it earlier. The aftermath of the terrorist attack can even be seen in the way the people arrive Kurma House. Rakhi and her customers were attacked by the native people called patriots in the Kurma House. This tragedy

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sets Rakhi and her family wondering if they really belong to America, confirmed they're not Americans by one of the attackers. In Rakhi's conversation:

"You ain't no American, one of the men had said. He's a racist idiot, I tell myself. Is that so? My whisper voice gibes. And how many others in this country would have agreed with him today? But if I wasn't American, then what was I? (p.271) And people like us, seeing ourselves darkly through the eyes of strangers, who lost a sense of belonging. (p.272)

Even when they strongly insist that they are born and bred in America, they are put off by the American people due to the tone of their skin. At once the identity turns a dream to the immigrants. Rakhi, thus suffers from multiple stresses and is forced to construct an identity where she has to locate herself. So, the racial riot in the aftermath of 9/11 signifies a volatile level of hatred that fear combined with a sense of insecurity inevitably generates. If it is not direct violence to non-American, it is a concealed distrust that disturbs and Rakhi observes how she has become an outsider in a land where she was born, bought up and married to an American guy Sonny. Rakhi's friends and family go through the harrowing experience with the racial riots in the aftermath of 9/11. Rakhi said to Sonny:

"I think of the people in the towers and in the airplanes, who lost their lives. The people grieving tonight, who lost their loved ones. Leaders and decision makers, who lost belief in their invincibility,. And people like us, seeing ourselves darkly through the eyes of strangers, who lost a sense of belonging." (p.272)

This incident brings closure Rakhi and Sonny, reunites her love for her husband and family. Divakaruni explores the theme of search for identity, painful experiences and cultural dilemmas of the first and second generation Indian immigrants. Divakaruni wonderfully projects the cultures and tradition of India and superficial power of dream interpretation through Mrs. Gupta and first generation immigrants; whereas American culture and contemporary social issues and its impact through the Rakhi and second generation immigrants. September 11 will continue to be a marking point for novelists, as in other spheres. In this sense again it plays a similar function in fiction as the Second World War – writers use the war as a setting for as many romances and thrillers as they do for literary novels.

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RECENT AND POPULAR TRENDS IN ENGLISH LANGUAGE TEACHING

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Introduction

This paper shows the ELT education trend has recently been gaining in significance in education systems throughout the world. English Language Teaching (ELT) has tremendously changed over the last one decade. Language teaching in the twentieth century underwent numerous changes and innovation. In the past ten years the crucial factors have combined to affect current perspectives on the teaching of English: (A) The decline of methods, (B) A growing emphasis on both bottom-up and top-down skills, (C) The creation of new knowledge about English and, (D) Integrated and contextualized teaching of multiple language skills. TESOL has been and continues to be a dynamic field, in which new venues and perspectives are describing.

Overview of Historical Trends

Generally every type of language teaching has its own technologies to maintain it. Language teachers who followed the grammar-translation method (GTM) (in which the teacher explained grammatical rules and students performed translations) relied on one of the most omnipresent technologies in U.S. education, the blackboard a perfect vehicle for the one-way transmission of information that method implied. The blackboard was later supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs which provided what were known as "drill-and-practice" (or, more pejoratively, "drill-and-kill") grammatical exercises. On another side, the audio-tape was the perfect medium for the audio-lingual method (in which students were believed to learn best through constant repletion in the target language).

University provided the lab facility, where students would perform the repetition drills. Late 1970s, the audio-lingual method fell into disregard, at least in part owing to poor results achieved from expensive language laboratories. Whether in the lab or in the classroom, repetitive drills which focused only on language form and ignored communicative meaning achieved poor results. The 1980s and 1990s have seen a full-scale shift in the direction of communicative language teaching, with an emphasis on student engagement with authentic, meaningful, contextualized discourse. Within this general communicative trend, we can note two distinct perspectives, both of which have their implications in terms of how to integrate technology into the classroom.

Modern Trends of Teaching through ELT

Computers and language teaching have been walked hand to hand for a long time and contributed as teaching tools in the classroom. Computers and technology are still a source of

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uncertainties and anxiety for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals and so.

Teaching with Technology.

Teaching with the technology, deal with the ICT in the language curriculum. According to the authors ICT have basic features that make its use a valuable source for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms. Learning with technology, as distinct from learning about technology has the capacity to transform learning environment in ways that are difficult for most educators to imagine. Some adults have in using basic computer functions such as email, search engines, and presentation software is the much larger issue. The 21st century teachers integrate technology into their classroom and build the confidence to learn how to use technology in meaningful ways:

- 1. The pedagogical integration of technology in which they are placed for practicum experiences;
- 2. The future teacher's degree of computer literacy;
- 3. The pedagogical integration of technology by instructors during university education of future teachers;
- 4. A future teacher's expectations of success in integrating technology;
- 5. The value placed on technology by future teachers.

As laptop computers, interactive whiteboards and broadband internet became cheaper and more available around the world began to introduce them into classrooms, often and sadly without appropriate training. This was the decade that we learned of digital immigrants and digital natives, which created an extra gap between teachers and students who were often considered in separate campus. We also had to learn a bunch of new acronyms (IWB, ICT, URL etc), as if we didn't have enough already. Different features and uses of technology into the classroom:

- Word processor
- Digital camera
- Internet
- Web page
- Email
- Video conferencing
- Presentation software

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- Computer games
- Spreadsheets and database.

Portfolio Development for Teachers

Every student teacher will prepare two types of portfolio first is working Portfolio and second is professional portfolio as part of the student teaching experience. Working Portfolio: your working portfolio will contain such more information and is larger and basically contains all of the information that you may include in a presentation portfolio, for example; it might contain several complete units. Professional Portfolio: This is the portfolio that you take with you to an interview and contains material specific to the interview.

Learner centeredness and Learner needs

The English Language Teaching pedagogies which have focused on developing learners' communicative competence and on promote learning strategies and learner autonomy in language classrooms. Two key concepts of the learner centred classroom are first, placing more responsibility in the hands of the students to manage their own leaning, and second, teachers taking roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge.

The following qualities the learner should develop: (a) Showing a high degree of motivation; (b) having self-confidence; (c) demonstrating an awareness of learning needs and of the role of language learners; (d) being strategic and enthusiastic in learning; (e) being curious and creative in thinking; and (f) holding democratic, open-minded, and critical attitudes were identified by the participants as essential attributes of positive language learners.

The learners' needs motivation and confidence were positively affected by their awareness of learning: (a) a thorough orientation at the beginning of the program, (b) the teacher mediation in the process of learning, and (c) the self assessment of strengths and weaknesses, most of the students said that they knew what to learn and what to do in order to improve. They were aware that being involved in the learning process was crucial for successful learning.

Corpus Linguistics

An approach to investigating language structure and use through the analysis of large databases of real language examples stored on computer. Issues open to Corpus Linguistics include. The Meanings of Words across Registers, The Distribution and Function of Grammatical Forms and Categories, The Investigation of Lexico-Grammatical Associations (Associations of Specific Words with Particular Grammatical Constructions), the study of

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Discourse Characteristics, Register Variation, and Issues in Language Acquisition and Development.

Basic Linguistic Techniques for Corpus

Concordancing is a core tool in Corpus Linguistics and it simply means using Corpus Software to find every occurrence of a particular word or phrase. For example, Concorancer

S.NO	WORD	FREQUENCY
1	Ι	180,977
2	AND	149,925
3	THE	145,918
4	YOU	123,771
5	UH	112,031
6	ТО	105,596
7	А	101,731
8	THAT	93,381
9	IT	82,708
10	OF	76,347
11	YEAH	67,740
12	KNOW	65,808

Search Engines like Wordsmith, SARA and KWIC(Key Word In Context)

Word Frequency Counts or Word Lists: This software gives calculation of Word Frequency List and gets a rank ordering of all the words in order of frequency. Key Word Analysis identifies Key Word which is unusually frequent in one or more texts. It is very useful for Teachers of English and Material Writer to prepare Materials of Specialized courses like English for Engineers or English for Pilot or Doctor.

Cluster Analysis searches word in a typical expression. It analyses how language systematically clusters into combination of the words or chunks. Lexico –Grammatical Profiles identify a word and its context of use in concordance lines e.g. Collocation like Blonde Hair or Blonde Car (Not valid).

S.NO	CHUNK	FREQUENCY
1	I don't know	588
2	A lot of	364
3	One of the	320
4	I don't think	248

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5	It was a	240
6	I mean I	220
7	The end of	198
8	There was a	193
9	Out of the	190
10	Do you think	177
11	YEAH	67,740
12	KNOW	65,808

Teachers connect with web 2.0

Recent years have seen a trend towards the increasing popularity of Web 2.0 application in education. Commonly, this is attributed to the social nature of these new development on the Web. Unlike traditional Web 1.0 technologies, social software such as social networks, wikis, blogs and micro-blogging (Twitter, etc) or virtual reality (VR) environments such as Second Life have opened up new opportunities of interaction and collaboration elements have always been of vital important in this field, in non-technological face-to-face teaching as well as in blendedlearning approaches with early approaches to computer-mediated communication (CMC) manifesting in text chats and Email projects.

What is different about CMC in general and Web 2.0 is the fact that communication in the latter case takes place directly on the Web. This is important because Web browsers are now so ubiquitous and easily accessible to almost anyone, regardless of background and specialist expertise: A learner can, for example, watch a clip from a new foreign language movie, comment on it in the target language in a blog and thereby start a discussion about the movie in a social network with his peers or even beyond the classroom context with native speakers. All this is possible without at any stage having to change tools or technologies: the Web is the platform throughout.

English as Lingua Franc Core: A new variety in an Expanding circle

The Traditional tripartite (3 Dimensional) Model of English worldwide has so far ignored one of the most important functions of English today, namely that of a lingua franca between non-native speakers. In integrating ELF into models such as Kachru's, the question that arises is whether it can count as a variety. Evidence from a corpus-based study of lingua franca English as it is used between European speakers indicates that it is not a non-native variety in the traditional sense. It is suggested here that ELF could be conceptualized as a register, which can be integrated into the variety and nation-based model only on a functional level.

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Lingua Franca means a language which is routinely used in some region for dealings between people who have different mother tongues. Lingua Franca Core is concerned with international intelligibility. It is a variety of English. The primary purpose is to learn and understand different variety of English, and to communicate with non native speakers from other countries. ELF interaction can of course include native (English) speakers, but what is distinctive about ELF is that, in most cases, it is a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication.

English as an International Language: this debate relates to almost everything: who owns English? Which English do we teach? Who are the best teachers: natives or non native speakers? Can you separate language from culture? Do you see English as an international language, or as a lingua franca? And what about linguistic imperialism? Arguments are often accompanied by statistics that show, for example, that non-native speakers of English greatly outnumber native speakers, and that of the native speakers of English, those who speak RP English or Standard American are greatly outnumbered by speakers of other varieties.

Syllabus Design and Materials Development (Global and Local Publishing)

Some people say that the majority of 'blockbuster' courses indicate that there is not much innovation, but there have been noticeable and significant developments in content (becoming less stereotyped, more critical), in syllabus (reflecting new descriptive information about language) and in methodology (reflecting ideas of student learning style and self direction). There has also been an increasing tendency towards more locally relevant non-global publishing of courses and materials. For example, SCOPE Program book (BULATS).

Locally produced Materials

Today, the countries around the globe have realized that the instructional materials produced in one country may not be effective in other countries are producing the teaching materials (textbooks and other reference materials) on their own, and that suit to their own soil, culture and values. Imported language teaching materials are in no way practicable in the context where they are not produced keeping into consideration the local needs.

Blockbuster course books kept alive through "New" versions

Perhaps we might be using real text and real situations, reaching across the globe for our communicative practice, working with what students produce rather than creating situations to provoke desired language. Perhaps methodology will be more participatory than teacher led, and grammar will be seen as more of a process than as a thing out there to be learnt (Scott Thornbusy's book). Learning would be emergent and facilitated rather than prescribed and taught.

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Reflective Practice and Teacher Learning

This is about teachers' questioning and exploring their own practice of teaching. It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things differently or better (Underhill, 2007). Reflecting upon our own way of teaching tremendously helps the teachers to improve the practice. The basic idea about reflection is that a teacher learns about his/her teaching and how to improve it by trying to observe and understand what is happening in his/her own classroom, reflecting on it, learning from it and trying out something slightly different and so on.

Bottom-Up and Top-Down Skills In L2 Learning

- **Interactive Processing:** A theory of reading comprehension that sees reading as involving both the accurate and sequential understanding of text based on identification of the meaning of word and sentences in the text (i.e. BOTTOM-UP PROCESSING) as well as the experiences, background information, and predictions that the reader brings to the text (i.e. TOP-DOWN PROCESSING). Both kinds of processing are involved and they modify and act on each other.
- **Comprehension:** The identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (BOTTOM-UP PROCESSING) as well as background knowledge, information from the context and from the listener's and speaker's purpose or intentions (TOP-DOWN PROCESSING).
- Listening Comprehension: The process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. PHONEMES, WORDS, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both TOP-DOWN PROCESSING and bottom-up processing. While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning. Listening comprehension activities typically address a number of listening functions, including recognition (focusing on some aspect of the code itself), orientation (ascertaining essential facts about the text,

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such as participants, the situation or context, the general topic, the emotional tone, and the genre), comprehension of main ideas, and understanding and recall of details.

Conclusion

There is no single most excellent way of teaching foreign languages. The successful language teacher will not confine himself to only a single method. A method which is appropriate with one class on one occasion will not necessarily suit to the same class at another time. Likewise, a method which is suitable for one language teacher while teaching a particular language item may not be applicable for other teacher in the same or similar context. There has been a gradual shift from a literature based foreign language to equipping learners based foreign language to equipping learners with communicative skills for interaction globally. Most English language teachers and more significantly most teacher trainers adhere to communicative methodology today. A large number of articles and conference talks have been devoted to exploring precisely the communicative approach of language teaching. Nonetheless, ELT practitioners have not remained reliant on fixed prescribed and imposed practices. Instead, ELT practitioners around the globe put into practice a great deal of diverse activities to keep themselves up-to-date and enhance their practices which have been dealt above.

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INNOVATIONS IN TEACHING LITERATURE: IN THE PERSPECTIVE OF PAST AND PRESENT

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Abstract

Using literature in the curriculum and teaching about literature in the classroom are two existing yet complex areas. To choose literature in the classroom that motivates students to read and that stimulates students to appreciate literature requires knowledge about literature, awareness of students' interests, and facts about exciting instructional approaches that motivate the stimulate interest. Likewise, to teach about literature requires knowledge about literature and knowledge about exciting instructional approaches that encourage understanding of various genres, story structures, and literary elements such as author's style, characterization, and theme. The present paper has discussed Innovative approaches and methods in teaching literature in the classroom and has made a comparison of Past literature teaching and the Present practices and relation between teacher and student. It focused the activities which are conducting while teaching. Present literature is taught by using multimedia and technology immensely. There are so many ways in teaching literature intensively and extensively, they are discussed in the paper. The study has included suggestions for balancing the literature selections, sources for choosing literature, and ways to use literature with activities in classroom students.

Keywords: Literature, teaching, classroom, approaches, knowledge, students, present, technology.

Teaching literature is a joyful act. It proposes teacher an opportunity to open up new worlds for young people-cultures, periods, problems and circumstances they have never thought about before. Through reading literature, they learn how to relate to theirs in their lives and how to cope with their own conflicting impulses. Teaching literature in classroom is a challenging job to any teacher but it yields delightful benefits for both teacher and students. What sort of literature and activities are suitable for use with language learners is always a big enigma. The criteria of suitability depend ultimately on each particular group of students, their needs, interests, cultural background and language level. However, one primary factor to consider is,

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one suggests, whether a particular work stimulates the kind of personal involvement we have just described, by arousing the learners' interest and provoking strong, positive reactions from them. The present paper is focussing on Innovations in Teaching Literature in classroom in the perspective of past and present. The study has discussed how to cultivate interest for literary students, how to Teaching literature in classroom, what are the various teaching Methods that used in the classroom and finally suggested what tasks and activities are suitable literature.

Literature teaching in the past and present:

The teacher and student are precious jewels in teaching-learning process. Their relationship is one of the most influential factors in a learning environment. Master and disciple relation is interlinked with each other like learning and learner. Consequently these are key elements that affect students' progress, engagement of study and academic motivation. Hence this relation is changing day by day when we observe past to present. The olden days teaching literature in the classroom is very difficult job. In those days traditional teaching methods were used. This method relies mainly on textbooks and teacher whereas the modern method relies on hands-on materials approach.

In the traditional method, presentation of materials starts with the parts, then moves on to the whole at the same time as in the modern approach, presentation of materials starts with the whole, then moves to the parts. In the past teaching is teacher cantered, hence teacher will be in an active participant and students are in a passive mode. The traditional method emphasizes on basic skills of reading and writing. Teacher and text materials are the only source for classroom literature. The students simply listen that what the teacher said, explained and get knowledge from him only. There was no way for clarifying literature doubts which come to learners mind, group work, discussion, audio and video aids, online, multimedia sources, social media etc. With the traditional method of teaching, evaluation is seen as a separate activity and occurs through testing whereas with the modern way of teaching, assessment is seen as an activity integrated with teaching and learning, and occurs through portfolios and observation.

Cultivating interest on literature in the classroom:

A major distinction can be recognized in the early part of the twentieth century with the communicative of learners particularly aimed at in language teaching, literature or cultural aspects. Hence cultivating love for literature in students is very important. With the following tasks, we should develop.

- Assign poetry for memorization
- > Show movie clips of plays and novels and DVDs of author's lives
- Schedule time for acting key scenes of drama by the students

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- > Enhance literature with artwork, maps, music, and tapes
- > Ensure the students talk about the literary works what they study
- Encourage the students to study literature diligently

1. Assign poetry memorization: Poetry is the oldest form of literature and was memorized and recited long before it was written down. Poetry is memorable with its rhythm, rhyme, and syntax makes it easy to learn. If the pupils memorize beautiful lyrics, they will take a quantum leap in their understanding of a particular poem as well as poetry in general. It proved that they will also increase their intelligence quotient. This kind of practice can be observed in traditional teaching also.

2. Showing movie clips of plays and novels and DVDs of author's lives: With the purpose of carry a novel or play off the page, show important sense from a good movie production which cannot witness in long-ago. Ask the class questions about casting, atmosphere, or interpretation, and discuss the extent to which the movie enhanced the writer's meaning. Include questions about movie clips on tests. As time allows students, observe DVDs about authors such as the famous authors' series by Kultur Video and others. This series, which may be purchased online, provides fascinating information about authors' lives as well as the historical background to their writing and increases student interest in literary works. Titles in the series include British authors Shakespeare, Austen, the Brontes, Dickens, Hardy, Wordsworth and American authors Hemingway, Steinbeck, Twain, as well as many others. This facility cannot be experiential in the olden literature teaching.

3. Performing key scenes from drama: This kind of developing interest among the students can be seen in past days also. The Drama differs from other literary genres because it is written to be performed not read; therefore, it makes special demands on the reader. Allow your class to act the final scene of a play such as Macbeth or the assassination scene in *Julius Caesar*, complete with simple consumes and props. (Shakespeare's plays lend themselves to this activity more readily than other drams because there are so many characters to assign to a class)

4. Artwork, maps, music, and tapes: Present days two dimensional and audio and video aids are playing significant role in teaching - learning process. Students are getting literary information from multimedia very easily which cannot be possible in olden days. Art work and music are effective; they appeal to our emotions. Language is cognitive; it appeals to our intellect. Therefore, artwork and music enhance the impact of a piece of literature on the mind of the student. They enjoy looking at writers' portraits or photographs interestingly. It's also a good idea to bring in artwork from the internet or literature books to increase enjoyment of a literary piece. Another useful resource is a time line. The time lines are invaluable for keeping student

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chronologically in sync, especially for survey courses that cover many centuries of literature. Most textbooks include the time line of each literary period that one can refer to order to keep student chronologically in sync. Also can use maps on classroom walls such as the following:

- Kingdom of Camelot (available at www.yahoo.com)
- National Geographic Society map of Shakespeare's Britain
- Globe Playhouse conjectural chart by C. Walter Hodges (available at www.folger.edu)
- Thomas Hardy's Wessex (this can be available at www.bl.uk/collection-items and www.dorsetcountymuseum.org)

5. Discussion of literary works: Students should be willing to voice their opinions during literature class it encourages them to speak up. Students start to exchange opinions fairly readily. As students mature, ask them for presentations; for example, ask different students to teach a poem to the class. They must read and thoroughly understand the piece then take notes on salient points. Having talked well, they complete a handout of important points to distribute to the class on the day of their presentation. This type of assignment increasingly applies to higher education students.

6. *Literary study*: Most of the students benefit from studying literature in small groups. Although some prefer to study on their own, most of them refine their understanding as they exchange ideas about the literature what they have read. This is an excellent strategy to adopt before exams.

7. Films in the language classroom: Using films in juxtaposition with literature in the language classroom also has a long history which we do not find ancient teaching. It has been used the video version. For example, Shakespeare's *Othello* or *Macbeth* are a staple of enhancing the teaching of the play, with a special edition which incorporated not only pre-reading, while reading and post-reading activities, but also pre-viewing, while-viewing and post-viewing activities interpolated after each of the acts of the play. The important to note about the students is that since they were watching the film after they had read the play, the viewing tasks focused not on plot or character, but rather on what the cinematic adaptation was adding to their understanding of the play. There are many ways to use films in the classroom teaching. Students can make detailed comparisons between literary and cinematic art. And on the adaptation students can generate classroom discussion around works of literature and literary theories.

In addition several points are emerging from this overview. One is that there may well be a historical element here: there is additional engagement with the use of film in the language and literature classroom as the 20th century progresses and as we enter the 21st, possibly as technology becomes more sophisticated and more widely available. Another issue is a contextual

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one: most of the books mentioned in the previous paragraph all come from the UK. There are countries where language and literature professionals have shown a much stronger tradition of engaging with media education and combining with literature.

How to Teaching literature in classroom:

Using literature teaching in the classroom is a complex area. Language and literature in the classroom should motivate students to read and stimulate students to appreciate literature. Students should require knowledge about literature because it helps to awareness of students' interests, and facts about exciting instructional approaches that motivate the stimulate interest. Likewise, to teach about literature requires knowledge about literature and knowledge about exciting instructional approaches that encourage understanding of various genres, story structures, and literary elements such as author's style, characterization, plot, theme etc. The following ways are helpful to teach literature in the classroom.

Textbook: Textbook is extremely useful material for both teacher and students most anthologies of literature are fine as long as you add other selections. No anthology or any other includes everything you are familiar with and want to teach, so you should supplement the main textbook with other literary works. Choose a textbook that adequately covers literary periods and major writers and, ideally, includes timelines, extensive editorial commentaries, challenging questions and exercises in critical thinking. This teaching guide is designed to be a detailed resource that supplements and enhances material found in any literary texts. It includes benefits not found in most textbooks that as the following:

- Detailed analyses of each literary work
- Different teaching techniques
- Essay topics
- Review questions in a different way
- Tests that cover major works or units
- Classroom handouts
- Audio-visual aids
- Out-of-class reading lists
- Suitable tasks and activities

Reading and writing assignments: This is an important task that improves students understanding of literary work. To reiterate comments made in the preface to this series of teaching guides, students generally come to class having read a short story or a novel or other any kind of work. A teacher should inculcate the habit of reading literary texts. Students do not depend on the text prescribed for the course. Reading and writing are complex language skill which helps students

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to understand literary work intensively. The master should distribute authenticate literature reading list from which they select books to read in their free time. He/she should encourage students to write in the class or out of the class stories, essays on a novel or volume of short stories etc. ATeacher should distribute a reading list to safeguard against their reading the paranormal and sexually explicit fiction especially written for present students.

Review Questions and Literary tests: Review questions and literary tests provide an opportunity for students to assess their knowledge of a specific work or era. They discuss their answers before they take a unit test, assignment or any project work. Literature tests should be a challenging one. Generally to evaluate students knowledge on their taught topics can be observed by some techniques like true or false, fill-in-the-blank, multiple-choice tests and composes some questions that require paragraph responses and short and essay type questions are suitable. When composing tests, one should bear in mind that questions should vary in scope, level of difficulty and should target different aspects of a persons' understanding. Benjamin Bloom's taxonomy helps here; the taxonomy lists the types of questions and their weight-age, one should ask to correctly ascertain students' grasp of a subject. Essays are essential for literature that students write about literary topics covered in class. They should be required to respond to many pieces they read, more or less, in essay form. For a descriptive type of answer while, students have to focus on organizing their ideas, well-developed discussion of one subject, coherence, cohesion and length are important. While writing essays they learn paragraph writing like how to write a paragraph with a good beginning, development and proper ending with the conclusion.

Teaching Methods in the classroom:

To evaluate how a teacher taught and how much students learned can be assessed with the help of teaching methods and techniques. For a successful teaching selection and presentation of suitable methods are very important. In the past there was only lecture method. Present more innovative methods are using. Some suitable methods are discussed here. They are appropriate for teaching poems and frequently uses for literature students.

- a. *Making small study groups:* During class, students exchange ideas and take notes about a topic.
- b. *Giving Brainstorming topics:* Teacher raises an issue and students share their ideas and the results have written on the board.
- c. *Review questions*: students work in small groups using their notes and literature books to complete review questions. Working as a group, they become more familiar with a specific literary work. After they discuss their answers during class.

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d. *Class presentations:* Individual students are assigned a topic to research and study. They prepare a handout of notes for the rest of the class. Teacher requires them to talk over difficulties with her/him before the presentation is due. Master takes notes and grades each student on the interest and comprehensiveness of the discussion. The presenter should be prepared to answer other students' questions on the work. Make an effort to match poems to students, for instance. Master keeps a list of the presentation, and by the end of the time, each student has explicated two poems depending on the size of a given class. If a class is large, master assigns two students to each literary work. They must both participate in the discussion, and they both receive the same grade. But should not encourage student giving their presentation in their mother tongue. If this instruction sprightly follows they develop their English language also.

Suggested tasks and activities:

If we are to teach literature effectively, then, we need to have some specification of the characteristics of typical learners when they start our course, and of what we want them to be like when they finish. Particularly, we need to recognize that we cannot claim to be teaching specific books, rather we are teaching attitudes and abilities which will be relevant to the reading of any major works of literature. To do this we should in addition have some view of what being a good reader entails, and of how the various kinds of classroom activity available to us will promote effective response.

Reading makes students great literature matures and they convert into thoughtful, compassionate human beings and instil them the joy of reading. As a result, is more likely to have a lasting and beneficial effect upon the learners' linguistic and cultural knowledge. It is important to choose books, therefore, which are relevant to the life experiences, emotions, or dreams of the learner.

Pre-reading activities

Master should encourage students to read about the author's life, mini project on the historical background, predictions about the genre of the short story, discussions about events in history.

- Using pictures to make predictions, group discussions, predictions about the first paragraph and questions on general discussions.
- Brainstorm a lexical set, matching important words in the story with a dictionary. *While Reading Activities:*

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It is an important activity. Students will do overall questions forming, writing summaries, and giving titles to the paragraphs, jumbled sentences to summarize the plot and sentence completion with cause-effect.

- Choose from adjectives to describe characters and rank the characters.

Post-reading Activities:

- This is the final part of the literature work in the classroom. Students discuss the different critical interpretation of the story or any other work, provide general questions to debate and master can ask students to note down any lexical areas which they found in the work. Students can also analyse the literature by using other sources that are available out of the classroom like social media (YouTube, facebook, literature apps, films etc.)
- Write diary entries, describe the narrator of the story. This makes the students intellectual thinking of literary work.

-

Apart from these some other activities are also suitable for literature students. They are skits, dramas, role plays, imitations, parody, project works, language and literature tours, meeting to living authors and collecting authentic materials etc. Conducting a literary association for higher students is very preferable. It facilitates the students to participate actively in the event. It builds up curiosity for learning students those who have an enthusiasm and excellent knowledge of literature and helps for duller students to improve themselves following by others.

Conclusion:

Coming to the conclusion, if the language of the literary work is straightforward and simple, that may be helpful to develop classroom teaching but is not in itself the most crucial yardstick. Whatever the approaches and methods are used students' interest, appeal and relevance are more important. As a result, teacher is essential in the teaching literature in the classroom. To justify the additional time and effort, this will undoubtedly be needed for learners to come to grips with work of literature in a language. An important point is to teacher that instead of telling students that many works they are about to read are esoteric pieces they will have to stumble through, the intellectual teacher talks about the benefits what they will gain from the literature what they read and how the sheer gives fun of literary study. Enjoyment, suspense; a fresh insight into issues which are felt to be close to the heart of pupils concerns; the delight of encountering one's own thoughts or situations encapsulated vividly in a works are very significant in literature teaching.

Most importantly, although all the innovations that discussed above are rooted in a very strong sense of the pedagogical affordances of the medium, they belong to the academic genre

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which has called 'pedagogical and curricular best practices' also suggests that although the literature has made a comeback to the language classroom. Hence Literary texts, if used in relation to a serious view of extending literary competence, will provide a particularly suitable base from which motivated language activity can develop. In this study, necessarily somewhat condensed, it has been possible to give only the barest outline of a new approach. But this seems to be a direction worth exploring in further studies.

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MUSIC AS A COMMUNICATING FACILITATOR IN ENHANCING ENGLISH LANGUAGE SKILLS IN THE CLASSROOM

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Abstract:

Though it is known in some western literary circles that music has been a powerful means to communicate and convey feeling as well as meaning, little or any research has been done in the Indian context to show how this connection works. This paper is keen in spelling out the ways in which the medium of music can be incorporated in the classroom in order to facilitate the teaching of English language and literature in India. It focuses on collaboration and communication pattern through creative endeavors. In their seminal work 'Musical Communication' (2005) Dorothy Miell, Raymond MacDonald and David J. Hargreaves have written about the various ways in which this type of communication comes to take place in the western context. Western musical tradition and its chief proponents such as Bach, Mozart and Beethoven have used the musical scale, especially polyphony, pitch and harmonics to successfully create moods and thereby an aesthetic experience. In the Indian context too, since the time of Bharata Muni who penned the 'Natya Sastra' in the 3rd century A.D., great composers and musicians such as Baiju Bawra, Tansen, Saint Thygaraja, Shyama Sastry, Muthuswamy Deekshithar and Annamacharya exploited and expanded upon the original seven notes to create melodic forms that express various moods or ras. These impart a sense of devotion, wonder and awe at the various aspects of the mundane as well as the Divine. Indian film music, too, has exploited the twelve-note melodic scale to convey a variety of feelings and emotions such as happiness, love and pathos, and managed to hold generations of listeners in thrall. Neuroscience has proved music to be vital in healing the mental and physical illness to a greater extent. The phenomenon goes well in the process of teaching and learning a language even.In a language classroom premises the use of contemporary songs as one of the teaching methodology not only motivates the students to acquire language competence in terms of vocabulary and comprehension but also aids in enhancing their skills of analytical thought. Building on this proposition, this paper attempts to showcase the role of music, as one of the communicating facilitator in enhancing English language acquisition for the students in a classroom.

Keywords: Analytic thought skills, Unconventional approach, Rhythm and Intonation

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ELT could be made much more pleasurable and effective by integrating English songs in the application of the pedagogical approach in a classroom scenario. Music in terms of songs is a wonderful combination of lyrics and rhythm besides having powerful inherent virtues, such as expressions, recitations, therapeutic implications and a medley of culture, which condense it as an instrumental source for language teaching. For quite a longer period of time English language teaching in India has been instructed in a confined conventional approach limited to prescribed Vocabulary and Grammar textbooks, stuffing students with an extensive volume of exercises followed with tedious evaluation of their comprehension through successive examinations. Hence, this system gives little or hardly any scope for the students to perceive and acquire the language in an edutainment manner. It is no amazement that the language learners interpret English language learning as uninteresting and an unattainable impediment. In reality, ELT can be instigated in a stress-free and pleasant way by using English songs in the classes.

More than speech songs have an immense impact on human beings. Therefore it could be taken as a fundamental or a prime factor in experiencing the foreign language learning. Songs retain innumerable attributes in enriching and stimulating a classroom environment as well the young minds. Georgi Lozanov, the Bulgarian scientist known as 'the father of accelerated learning', was also a neurologist, psychiatrist, psychologist and educator, creator of suggestopedia, an experimental branch in pedagogy and integrated psychotherapy. During the time of 1970s the theories and method propounded by him were circumspectly analyzed and appraised worldwide on the basis of languages learning done by a committee which got ultimately certified by UNESCO as "the most cultural integral and effective learning method" in the acquisition of a second language which is today popularized as the Accelerated Learning Method(Larsen-Freeman, 1985). The Physical atmosphere or surroundings inside the classroom plays a vital role in making the students feel energized and convinced in acquiring a foreign language through various techniques, including art and music, via trained teachers.

Lyrics being one of the essential elements of songs serve as a central valid source of teaching materials in a language classroom which cannot be unnoticed by the teachers. A good number of researches have taken place globally on songs as are liable teaching resource in language acquisition. (Maley, 1997; Eken, 1996; Gaston, 1968; Geoff, 2003). Being an amalgamation of rhythm and lyric, songs have inestimable qualities that justify one's interest. Their affluence in ethnicity and themes, their colloquial and rhythmical terminology, their therapeutic function strengthens them with perfect tool for language teaching.

A medley of culture

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Song which is a combination of language and music well knitted and well woven helps in transcending the cultural reality in a very unique way. It gives ample scope to the English speakers to showcase their own culture thereby symbolizing unity in diversity. In the words of Kramsch "Language expresses, embodies and symbolizes cultural reality" (Kramsch, 2000, p.3) It molds people's attitudes in one thread towards finding expression in the lines and rhythmic melodies of the songs. Community singing in the form of national integration songs was introduced by the Ministry of Human Recourses, Govt. of India in 1983. This proved a huge success because the participants received it as empowering them in uniting them culturally, linguistically and pedagogically.

Power of expression and recitation

Songs have that magical spell of embodying emotions juxtaposed with ideals, themes, reminiscences which can mark a lasting impact on the learner's heart and mind. "Acquisition of automatic language skills depends on rich, meaningful, repeated exposure to comprehensible input without awareness" (Bolitho et al., 2003, p.253).Circumfused with conversational speech, beat poetic expression and the selective vocabulary context the recitation of the lyrics serves the very purpose of comprehension by attracting the learners with the beauty of the composition.

Healing Therapeutic functions

One of the significant features of songs is to soothe or heal the listener's stressed mind and energize with the zeal of novelty or creativity. Gaston (1968) has opined that music succumb several therapeutic functions thereby overcoming the physical and emotional pain. The study, published in the Journal *American Journal of Critical Care*, noted that critically ill individuals who listened to slow tempo, relaxing music with 60 to 80 beats per minute had decreased need to sedatives, fewer days of delirium, and were more awake.

Psychological implications

In the words of Gardner (1993) who projected and expounded the theory of Multiple Intelligence (MI), there is a number of distinctive intelligence possessed by every individual in capricious degrees. As per MI, human intelligence is classified into at least nine primary types: verbal/linguistic intelligence, mathematical/logical intelligence, visual/spatial intelligence, body/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence. These all are not irrelevant, but are interdependent and corresponding with each other. Heeding to English songs is of prodigious worth to ignite the learner's linguistic abilities through captivating melodies, varying rhythms and lyrics, which entreaty to multidimensional development of human intelligence.

Psycholinguistic Research on Language Learning

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Various psycholinguistic researches divulge that music facilitates in the acquisition of a language and fosters learning in both the hemispheres of the human brain (Carroll, 2000; Larsen-Freeman and Long, 2000; Williams and Burden, 1997). An insistent study on the functioning differences between the ear and the hemispheres by the psychologists prove the fact that right ear, which happens to be the frontrunner to the left hemisphere (LH), makes significant influence over left ear for prompting the speech stimuli, so "the LH does seem to possess an innate and highly specialized linguistic mechanism" which undertakes the chief accountability of analytic dispensation of language (Carroll, 2000, p.349). Likewise the right hemisphere's imperative utility in language processing needs similar attention. Left ear, which happens to be the frontrunner to the right hemisphere, is stronger to nonverbal sounds such as tunes and emotions. There is a difference in the impact between speech and songs while entering the human brain. The effect assumes keen influence for sounds travelling from left ear to right hemisphere; it differs in case of speech transmission and thus plays a major role in stimulating language learning in the right hemisphere (Ellis, 1985). "Formulaic Speech consists of expressions which are learned as unanalyzable wholes and employed on particular occasions" (Lyons, 1968, p.177). To conclude, application of English songs in English Language Teaching is substantiated on the vitality that it emancipates psychological affective power in language acquisition and promotes awareness about language.

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LANGUAGE ACQUISITION FROM MOVIES

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Abstract:

Ecofeminism is a term coined by French Feminist Francois d'Eaubonne in her writing Le Feminism ou la mort ("Feminism or Death"). The word is formed from the two words 'ecology' and 'feminism' also referred to as ecological feminism. The connection between how women who depend on natural resources and the exploitation of these resources foreshadows a connection between feminist and environmental issues. Sarah Joseph's Gift in Green and Anita Desai's Fire on the Mountain have been analyzed from such Ecofeministic rendering of nature and woman revealing the dystopian future of the planet subject to environmental degradation, destruction and commoditization of landscape and non human forms of life. The paper focuses on the analyses of how the novel deals with the threats of pollution, displacement of people, disease and the concept of resistance in both the novels.

Keywords: Ecofeminism, destruction and degradation, development, resistance

There are hundreds of methods to make learning a language easy and according to me, movies are one of the best methods for acquiring a new language. The statement is readily accepted without surprise if I say that visual media like songs, movies, soap operas, serials, comics, animated movies are playing a crucial role in acquisition of language. In fact they have become one of the learning methods of any language. There are quite many evidences to prove that they help in learning language with interest and more over, one can learn it with fun. They make the learner empathize with the situation, which is a step ahead in learning rather than creating a situation. Movie-based learning is not any more an unconventional approach of language learning.

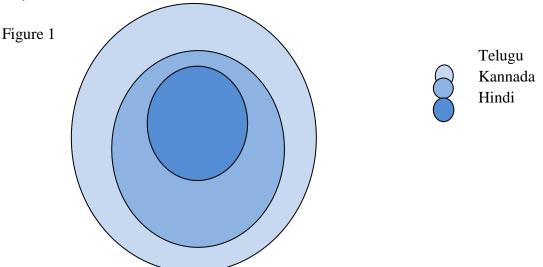
Learners can easily learn the target language in very short time only when there is some similarity between target language and his/her mother language. For instance, Telugu and Kannada sound similar, like wise Hindi and Urdu, unlike Telugu and English, English and French or Russian. For a person from Andhra Pradesh, whose mother tongue is Telugu, the ease of learning Kannada is easier than Hindi. To explain this, I have shown an example in figure 1

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given below. Let us assume the outer circle as the mother language, Telugu. Its area is larger compared to other two inner circles. Very next to it is Kannada and the innermost circle is Hindi.

The area of the circles can expand with the increase in the efficiency with the language which is represented in figure 2. But these figure are based only on ease of acquiring the language without any formal exposure. One can raise a little controversy with the example because in Andhra Pradesh, most of the people know Hindi rather than Kannada. It is because Hindi is introduced in schools as second or third language thereby giving a formal exposure to the language. Also, Hindi is accepted as national language even though not formally declared. So, they prefer watching Hindi movies rather than Kannada.

It is same with English too. Even it is totally different to any other Indian languages, many Indians can speak and understand English besides their mother tongue, because most of the schools in India are English medium schools. So, the two possibilities of learning a language easily are, either the target language is close to the mother tongue, or the person is introduced to the target language formally through educational institutions. The common element in both the points is they need an exposure to the target language. People always want to learn a language which they hear and listen and depending on its necessity of knowing the language in the place they live.



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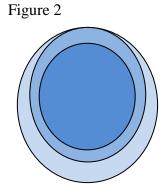


Figure 2 represents that the speaker is very efficient with all the three languages. People who translate text of language to another fall under this figure.

There is a similarity in literate learning a new language or the target language and illiterate learning a new language spoken in his/her area provided the condition that they are completely naive to the target language. Both find it difficult to learn because they are not acquainted with the sound patterns and script of the target language. Second language learning theory proposes that acquisition is possible in second and subsequent languages, and that learning programs have to create the conditions for it. The belief that acquisition is possible lies at the heart of any method that involves engaging the learner in natural communication and authentic input, these include task-based learning, CLIL, and some story- and activity-based programs. **CLIL (Content and language integrated learning)** is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. One has to be acquainted with the target language with its sound system, letters, meanings of at least 1000 words, and their pronunciation.

When the learner knows some words, initially the learner tries to arrange the words to form a sentence in the target language similar to the structure of his/her mother tongue. This leads to many mistakes but due to constant listening to the target language, the learner comes to know the structure of the sentence in the target language along with its grammatical form for tense, gender and what to use for singular and plural. This is explained in **Language Acquisition Device (LAD)** proposed by Noam Chomsky in 1960. The theory also states that, humans are born with the instinct or "innate facility" of acquiring any language.

In acquisition of any language and for proficiency, four skills **Listening**, **Speaking**, **Reading and Writing** have to adopted. This is the order for natural acquisition and they are interconnected. It is said that listening and reading are passive process and speaking and writing are active processes. When we want to acquire a new language, listening is taught first followed

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by speaking. We need to listen to the target language to acquire its sound system. Language means speaking and not writing. A person who can speak more than three languages is called a multilingual. A multilingual can either only speak in more than three languages or they can also read and write. In advanced learning, the fifth skill of learning language is **Viewing**. What is viewing? In the Canadian Common Curriculum Framework, viewing is defined as follows: 'An active process of attending and comprehending visual media, such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings.' So 'viewing' is about reading – analyzing, evaluating and appreciating – visual texts. Viewing is an active rather than a passive process. Out of numerous methods in language learning, **audio-lingual** is an advanced method. William Moulton's slogan, " Language is speech, not writing" formed basis of the audio lingual method. Native speaker's pronunciation should be emphasized by mimicking to the teacher or listening carefully to the tape. The audio lingual method postulates these features. It is succeeded by **audio-visual method**. Learning with the help of movies fall under audio-visual method.

Extensive reading, reading for pleasure, advocates and promotes language learning. It initiates and expands our imagination which can be expressed through narration, painting and drawing images. Movie according to Merriam Webstar, "is a recording of moving images that tells a story and that people watch on screen or television." Movies put before us already imagined pictures by others with colors and emotions.

They rather condition our minds and constrict our own imagination. But they play an important role in inducing emotions. Movies are based on either own creation or on stories adapted from novels, dramas, and plays. So, novels and movies are closely related as novels can be made into movies with visual graphics, or with some changes without changing the main concept. If a movie is made from a play or drama, no changes are made in the dialogues though they can be modified slightly without making any affect on the story or situation. One example to state is, many times attire and dress colors are not described in stage setting. These small modifications are left to the director's imagination. So, it is also advised to watch a movie after reading the play because it leaves visual image in our brain and helps to remember it well. Enacting the play is another interesting way of learning the language.

The two best ways of learning a target language is through repetition and positive or negative reinforcement with real life like situations. These two atmospheres are provided by movies. Not only are that, learning through movies fairly interesting and entertaining. Later, enacting dialogues, singing their favorite songs from the movies provide stage for repetition and mastering pronunciation. Learning through movies can be graded under met cognition which means the learner does not depend on any expert or guide. The learner becomes his/her own guide. This helps in social constructivist learning. Social constructivism is a dialogue between a

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learner and a person more experienced in the language. The more this type of dialogue occurs, the more is the possibility to acquire abstract thinking skills. Movies help not only to learn new language but also to enhance the language skills of what second language one already knows. The advantage of learning language through movies is that, one who does not know the language can also watch and understand!

An enquiry from English medium teenage students whose first language is Telugu (Mother tongue for people from AP) shows that they experienced improving English through movies. Initially, they were not able to understand or enjoy the movies, as English movies are without many songs, and dances like Tollywood movies. English humor is different from their own culture, and it varies with style, accent, dialect, sarcasm, plot, which are very much different from Indian cinema. The students also said that watching English serials rather than movies makes learning English easy. So, to learn a language, we need to learn its culture holds true in this case. On frequent watching, they were able to catch words without subtitles.

They further said that movies help in improving communicative English, free conversing and confident speaking. Some students also adapted the style of speaking the language. This is not possible with school learning, because it does not provide full fledged atmosphere to learn the language, even though some of them are from a prestigious English medium schools in Visakhapatnam. Learning English from English serials and movies provides a chance of learning from the native speaker itself. They also helped them in controlling pace of learning. The opinion is similar with one of my colleagues, whose mother tongue is Hindi but she can speak English and Telugu other widely used language across Andhra Pradesh fluently. Her opinion is that learning Hindi is more quick watching Hindi serials rather than movies as they bring home like atmosphere in rate of speech and more realistic than movies. I for one learn lot of phrases in communicative English and vocabulary by watching animated movies and fiction movies in English.

The drawbacks for learning language through movies are they create a situation but do not give the learner to participate. It is not applicable for learning target language which does not have any resemblance with mother tongue or the language what we already aware of. For instance, I cannot learn French or Spanish watching movies or serials. Another drawback is, movies help in fluency but not accuracy. Movie-based language learning is slow and needs lot of patience and practice. Viewing gives scope only for listening and speaking skills. In fact these two skills are enough to communicate in target language. Finally if you are watching movies only to learn language, then you certainly fail to enjoy the movie!

In spite of a few drawbacks, we cannot deny that movies, or any visual media play an important role in learning a target language. If one is learning for communication, serials and

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movies are the best option, as they lay ground for repetition and practice. We can learn at our own pace and there is no one to ridicule when we repeat something wrong!

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TECHNOLOGY BASED TEACHING IN AN ENGLISH CLASSROOM

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Abstract:

The researcher focuses on the usage of Technology based teaching in an English classroom. Technology enables teachers to adapt classroom activities thus improving the English language learning process. It has transformed the Traditional teaching methods. Even Technology enhances the learning interest among the students as it provides both through visual and auditory senses. Various techniques of using Technology are CALL (Computer Assisted Language Learning Program), Digital Dictionaries, Mobile phones, Listening to CD Players, Observing Video clips, Learning Web sites and so on. Even other Devices such as Radio, TV, Internet, Audio Cassettes, Power point Videos, Skype, DVD etc are used. The application of technological inventions such as Computers and Internet create opportunities for the students to compose learning material. Internet plays a vital role in enhancing the students Interest and making learning experience lively and Enjoyable.

Keywords: Technology, Traditional Method, CALL (Computer Assisted Language Learning), Digital Dictionary, Enhance, Learning websites, Internet.

Introduction:

There are various kinds of Students in a classroom. They may vary in their IQ levels. A classroom consists of students from rural and Urban, Telugu and English medium background. So in order to create interest among the students towards the English language learning, Technology plays a vital role. Teaching with technology can deepen student learning by supporting international objectives.

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21st century students are digital natives. They have grown up with technology. So usage of technology in teaching learning process enhances interest and concentration among the students. Technology is generating new learning opportunities by providing digital content. Using Technology in schools includes expanding or reinforcing lesson content and motivating student to learn.

Technology makes learning interesting, enjoyable and interactive. It offers a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. It enables the students and teachers to revisit problematic content time after time until it is fully understood and assimilated.

Definition of technology: Technology refers to methods, systems, and devices which are the result of scientific knowledge being used for practical purposes. The most simplest form of technology is the development and use of basic tools.

Purpose of the study: The study focus on the English language teaching and learning by the use of technology. Even most of the Educational institutions are following the technological or media based pedagogies as there is an enhancement in learning outcomes rather than by using traditional teaching methods.

Significance of the research: The study aims to identify the different factors that inhibit the students from effective English language learning and then implement various technological methods to enhance their English language learning. Teachers need to motivate their students by using technology. Using different technological tools, students can practice along by which in turn transforms students from passive listeners to active learners. It also helps them to be more creative and participative in the classroom.

Traditional method of teaching: The teachers merely relay on precise curriculum content and teaching aids such as blackboards and textbooks. It is a teacher centred approach where the student learns information without understanding it. In this method, a teacher directs the students to learn through memorization and recitation techniques thereby not developing their critical thinking, problem solving and decision making skills.English language teaching through technology: In this modern era, English language plays a vital role to have a better career. There are various tools like CALL (Computer assisted language learning) digital dictionary, mobile phones, and internet. Much Technology based teaching methods and resources effectively engage students and build their skills.

Technology based teaching strategies: Technological teaching is defined as the use of techn logy in the classroom or in some studies. We live in an age where everything is operated and accessed through technology. Educational activities like video watching, role playing, practical activities and Examinations that deals with day to day events etc. For example, the portability and connectivity of mobile devices such as tablets or laptops, provides children access

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to the broader classrooms and more flexible source of learning materials than materials that are offered in traditional classroom settings such as blackboards or books.

Use technology to empower students: Technology can give them a platform to explain their ideas and learn more. Modern Technology encourages artistic expression. Using variety of resources: Along with the text books we can use videos, podcasts, OERS, blogs and other resources to deliver knowledge by which students enjoy a lot while learning. Use of social media: In the present scenario, every teacher and student uses and enjoys social media. Social media helps in sharing and exchanging ideas which helps the teacher in assigning tasks, assignments and other class related activities effortlessly. Various social media like face book and twitter are being used by educators worldwide.

Multimedia: It can hold students' attention longer. It gives the students the ability to create and utilize different types of multimedia and allow students to communicate and apply what they are learning and enhances overall educational experience.

Uses of technological tools:

Smart phones: All kinds of video's and study materials are available to students through various apps.

Course management tools:

They allow the teachers to gather all the resources that are necessary for students in a class. For example, assignments, readings, online tests, quizzes, syllabi and so on. There is a lot of scope for discussion, sharing of documents, videos and audios.

Projectors and computers:

Students and instructors can communicate through text, drawings, diagrams and videos by using computers and projectors.

Internet:

Students and teachers share documents online and project them on a screen by using Google apps. Google apps are also known as collaboration tools as it provides a platform for the students to document their work by using available text and images.

Videos:

If we create a PDF with video, it makes the readings come alive easily for the students. **English language teaching through technology**: Virtual or online learning and the use of open educational resources and the technological tools can enhance the English language learning.

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Open educational resources: The teaching, learning and research resources those are freely available to anyone on the web. For example: podcasts, digital libraries, digital text books and games.

Digital resources:

Electronic grade bodies, digital portfolios, learning games are the few ways that technology can be utilized to improve learning.

Learning by games:

I will give the credit for the persons who are at top positions because they spent time on games also. The games are not only the reason for developing skills. There are awesome types of programs which maintain and develop skills of a normal person. They may help teachers also. They make the technology very interesting to develop so much knowledge. Learning should be with fun. Using gamified learning in the classroom is very advantageous to achieve the goals. Learning software is very useful. It makes the study easier to understand, write and gain knowledge. Every one of us know that how much love kids have for the games and hence educational games help them to learn important lessons while playing amazing games. Even games make students enthusiastic for learning.

Benefits of using technology: When technology is integrated into lessons, students show more interest in learning English language. It improves knowledge, attention, encourages individual learning and collaboration. Technology enhances problem bsed learning, Collaborative learning, Competency based Education, Blended Learning, Flipped Learning and Active Learning. Technology is also beneficial for teachers.

Motivation in learning:

Technology is the most important one in the present modern world. There are many uses with technology in this world. The use of technology in English is that it makes every lesson easy to understand. You can have a doubt how it can be? Technology is the representation of the lesson. It makes the lesson in a different way. It means that it makes the lesson in a pictorial form or video form, especially creative. It makes a dull lesson an interesting lesson. It motivates the students with innovating ideas. If the students get interested in the lesson they understand and create more information on their own.

More practice, more perfection: For the students who are less familiar with Technology, they need to practice the use of technology in their class. We have some apps like BYJU'S, TOPPR and so on. These are the apps which makes the students understand and practice more. Because of their effectiveness towards learning, they are creating awareness in the students.

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Encourage collaboration:

Students need collaboration to practice. Technology provides collaboration to students. Collaboration skills are involved in different online activities. While doing different projects collaborative learning helps to form new ideas. Technology connects all the classrooms of the world and encourages more collaboration.

Encourages individual learning:

Technology provides great opportunities to every student. It makes the learning more affective for students who are with different needs. No one learns in the same way. Each Student has different style of learning. Technology will provide these facilities. Some students have immediate learning capacity. Some have low learning capacity. Some students struggle and feel unable to learn some lessons. For all of these problems Technology has a solution. It increases individual learning.

Benefits for teachers:

Teachers who are new to teaching struggle while teaching. For that they should develop some skills. They can use some special apps for learning how to teach or to watch some teaching videos on you tube and so on. They give some plans, grading software and online assessments and can help teachers to save a lot of time. Teachers can use this software to teach the students so that they can create interest and motivate the students towards the class.

Conclusion: Technology enhances the learning interest among the students as it provides both through visual and Auditory senses. Especially in the development of four language skills i.e. Listening, Speaking, Reading and Writing, Technology plays a vital role. Students listen to various Audios and CD players and learn pronunciation .They read and verify Digital dictionaries and learn vocabulary. Various teaching materials are available by using Computer and Internet. Various Learning websites and Computer Assisted Language Learning Programs are available to enhance the learning experience lively and enjoyable.

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TRANSLATING PURANDARADASAKRITIS INTO ENGLISH FOR AN INSIGHTFUL UNDERSTANDING USING A FOUR-TIER MODEL

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Abstract

The analysis in this research article aims at translating a Purandaradasa'skriti into English using a four-tier model, which underlines the hollow rituals that were plaguing the society during his times. English as a language is exploited to gain admittance into vernacular literary world of India. In this context, it refers to the lyrical gems of Southern India, especially, Haridasa literature, which is on the verge of becoming obscure to the new generations.

English has become an integral part and an important means of communication for young Indian psyche. This makes the objective of this analysis two-fold. The first part emphasizes on an insightful understanding of Dasa'skriti and in the second part of analysis, the focus is on translating Dasa'skriti into English for deeper comprehension of the content and the intent of the poet. The four-tier model will be used to facilitate international readers to appreciate his kritis to study his times and establish their relevance in the today's society. The kriti is examined through transliteration, word to word translation and by paraphrasing it into English. This approach helps the reader to understand the kritis in English, without deviating from the content and the intent of the writer. The poetic fervor and meaning are retained to the closest possible, in the target language.

Keywords: four- tier, kritiparaphrase, translation, transliteration

Introduction

According to Ralph Manheim (Folkart, Burt A. 1992), the great translator from German, translators are like actors who instill life into the lines as the author would, if the author could speak English. A gifted practitioner of the art, Manheim's reflections on translation is amazingly insightful and revelatory. Translation in Manheim's view is a kind of interpretive performance. It is similar to the relationship of the original text to the actor's work as the script and the musician's to the composition.

The history of translation activity in India is both complex and rich. When we glean the pages of ancient Indian history, the oriental knowledge was passed on to the generations through oral and

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written traditions. The political and social milieu brought in tremendous changes in the Indian culture.(<u>Shodhganaga.inflibnet.ac.in</u>)

British empowered the translators to understand India as it was necessary to understand her indomitable spirit, a binding force that made India unconquerable. India derived its strength from its diverse culture and the amalgamation of all these cultures was the binding force. This perplexed the foreign rulers and they introduced Indians to English as a language, which was later exploited by many Indian translators to translate oriental manuscripts.(Shodhganaga.inflibnet.ac.in)

In modern times, with the advent of technology, the need for mutual exchange of knowledge and instant global communication was augmented. This has resulted in the need for translation, especially the translation of classics into possible number of languages across the world.

Translation as a literary activity in English, gained momentum and became an important medium to make ancient classics available to the English readership and promote Indian writing (Literature) in English translation.(Shodhganaga.inflibnet.ac.in)

In spite of several foreign invasions, Indianness(Let Us Celebrate-PM Musings from Goa) never allowed them to become a dominant factor and is still a home to oriental knowledge systems.In order to comprehend the essence of oriental texts, translation was the chosen mode for written literature in the past. With the advent of technology, the translation studies in India have augmented the study of oriental texts and classics. The manuscripts available in India are in profusion in various languages pertaining to different eras of history (Manuscripts).

"They have contributed to the emergence of national literatures, the dissemination of knowledge and the spread of religions. Importers of foreign cultural values and key players at some of the great moments of history translators and interpreters have played a determining role in the development of their societies and have been fundamental to the unfolding of intellectual history itself "(Jean Delisle, Judith, Woodsworth).

As translators, when we try to transmute work into target language, it is not easy to make it feel like the original source. It is a constant struggle, where the translator works unswervingly on the structural rhythms, explore the linguistic charge, the subtle implications, the intricacies of meaning, vocabulary and phrasing, cultural inferences and tonalities. These findings allow us to deduce to understand a literary text and there is a pressing need to translate Purandaradasa'skritis into English, as lesser known kritis could be lost in oblivion.

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Hence, this article focuses on the need of translating Purandaradasa'skritis(compositions) into English, as it has engrained in the young Indian psyche to communicate with the world.

English as a language, acts as a stimulus to gain insights into vernacular literary world of India and to be specific in this context, it refers to the lyrical gems of Southern India, especially, Haridasa literature that has become obscure to the new generations. In this regard, it becomes extremely important to translate the works of Purandaradasa'skritis into English reach the wider audience. The translations establish their relevance in today's society and they aid in preserving the legacy of Haridasa literature.

Bhakti Movement

India was witnessing a piquant situation between 15th and 16th century and the developments that were taking place in the northern and the southern parts of the country were unique. The Bahamani sultans and Hindu kings were at war in the Deccan, and in the northern part of India, Moghuls were expanding their empire. Amidst this political turmoil, Bhakti movement was gaining momentum in down South. It had become a cult which was being promoted through devotional songs written by poets from the South as well as the North. The genre was appealing to the common masses and there was a major shift in the style of literature that was developed. The colloquial and vernacular languages appealed to common masses across India.(M.K.V. Narayan, 2010).

A spiritual milieu was being woven by the saints from Andhra, Karnataka, and Gangetic plains through their devotional compositions in vernacular languages like Kannada, Marathi, Telugu, BrajBhasha, Khadiboli and many others. The torchbearers were Purandaradasa, Vyasaraja, Kanakadasa, Annamayya, Tukaram, Meerabai,Surdaas and other contemporary poets. This movement took the common masses of various castes that were prevalent during the 15th and the 16thcentury, into its fold. There was a massive shift in devotional mores and the masses were able to gain access to simplified form of epics, the Upanishads and the Puranas, which were considered as mystic knowledge, through simple rustic languages and their dialects. The composition structure was termed as "Sankeertana." This was practiced by orthodox groups and masses of all castes which reflected inclusiveness of Hinduism.(M.K.V. Narayan,2010).

Haridasa literature

Haridasa literature played a pivotal role in Karnataka from the 15th century onwards and flourished under the patronage of Saluva Narasimha, who was one of the rulers of Vijayanagara Empire(Sastri, Nilakanta,1955). The language used to promote this literature was Kannada. Haridasas were the ardent devotees of Lord Vishnu. It is difficult to establish the exact beginning

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of Dasa Literature and is still a debatable subject. Amidst uncertainties, one can rely upon the oft-quoted shloka which speaks highly of Sripadaraja, Vyasaraja,Purandaradasa and Vijayadasawho were considered as forerunners of Haridasaliterature.

"Namaha Sripadarajaya Namaste Vyasayogine, Namaha Purandararyaya VijayaryayateNamaha" (<u>Datta, Amaresh, 1987).</u>

Sripadaraja(1404-1502) belonged to the 15th century and was a revered pontiff of Mulabagilu, a small village in Karnataka. His compositions were replete with different forms of Haridasa Sahitya such as Kirtana, Suladi, Ugabhoga, Vritattanama and Dandaka, where he used ankitanama(non de plume or pen name)as Rangavithala. Looking at gradual developmental phase, one cannot deny that Sripadaraja was a frontrunner of Haridasa literature. It was already two hundred years since Madhva charya began to propound his philosophy and established his school of thought. Dvaita philosophy was already deep rooted through Sanskrit books produced by Madhva Saints. However, common masses were inaccessible to their teachings. (Sharma, B. N. Krishnamurti (2000).

There was a dire need to propagate Madhavacharya's teachings among common masses in Kannada. This task was viewed by Haridasas as a huge responsibility. Sripadaraja took the initiative to disseminate the cannons of Dvaita Philosophy among people through simple Kannada compositions which were brimming withbhakthi(devotion). This tradition wascontinued further by his ardent disciple Vyasaraja. His incredible contribution popularizedDasaliterature further. Vyasaraja, a great disciple of Sripadaraja and profound scholar of Sanskrit and Kannada was equally insightful and able about Dvaita philosophy. He lived during the glorious period of Krishnadevaraya, which was a golden age for Haridasas(Pandurangi, K.T).

Vyasaraja passed on the reigns to Purandaradasa who was ordained to propagate the truths of Madhva Philosophy(<u>Datta,Amaresh,1987</u>).Purandaradasa renounced the material world on his own accord and was determined to dedicate his life in the service of his deity of worship (Vithala of Pandharapur), Maharashtra. The bhakthi movement acquired a stimulus because of great Haridasas who had a strong urge to serve people and society. They had an uncanny sense of conveying complex and abstract philosophical connotations into simple words which appeased common masses.

Purandaradasa's canvas was vast and he addressed various social evils in his kritis that were ailing the society during his period. Devotion, philosophy and rituals were the prominent channels to realize God. Individual convictions and beliefs added to the complexity. Elite were

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tainted selfish and their approaches mislead the common folk. Veritable practitioners who delved deep into philosophy and believed in simple devotion were rare and are exceptional even today. The imbalance and disparity were rife among the communities that existed during his period. The practices followed were politicized and campaigned for the benefit of the elite classes. On one hand these classes engaged in various spiritual activities like homas, yagnas etc. with great pomp and grandeur and on the other hand muddled masses indulged in animal sacrifices, self – torture and tantric orgies. It was widely believed that bhakti was meant for recluses and philosophy for the seers and poets. Rituals appealed to all and were used and abused by many to fulfill their material desires. He donned the role of a social reformer to reinstate peace and to encourage people to realize that divinity was for all. His style of reforming the society through kritis was called "madhukaravrutti" where in Haridasaas visited houses for bhikshatana(alms) and sang kritis in simple lucid Kannada. He is said to have composed 4,75,000 kritis out of which only 1000 and odd kritis are available today (MadhwaYati-Let us remember them,2019).

One of the aspects of Purandaradasa's themes underlines the false rituals that were practiced and was opposed by Dasa.A sample kriti which is provided below explains the approach to translation to elicit the intended meaning.

The following kriti is based on the four-tier model which analyses every line of the stanza in four layers to come up with the findings. The first line is from the stanza of the kriti in Kannada. The second line is in the transliterated script. The third line is word to word translation and the fourth line is paraphrased in English. The objective of choosing this four – tier model is to make Purandaradasa'skritis to reach the wider audiences of the readers across the world. The non-Kannadigas can understand a kriti at phonemic, word and sentence level followed by a brief summary of the kriti.

Analysis

Kriti in Kannada Language (Source Language)

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ಏನುವ್ರತವೇನುಸಾಧನಗಳೇನೋ ||ಪ||
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ಸ್ವಾನುಭವದಜ್ಞಾನಹೀನಮಾನವನೇ (ಅ)
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ಶಾಕವ್ರತವೆನುತಫಲಶಾಕಗಳಬಿಡುವಂತೆ

ಬೇಕಾದಆಕಾಂಕ್ಟೆಬಿಡಬಾರದೇ||

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ಸಾಕೆನಿಸಿದರತಿಗೆಸತತಮನಕೊಡುವಂತೆ

ಶ್ರೀಕಾಂತನೊಳುಮನವನೀಡಬಾರದೇ (೧)

ನೇಮಗಳಮಾಡಿಪರಿಪಾಕವಬಿಡುವಂತೆ

ಕಾಮಕ್ರೋದಂಗಳನುಬಿಡಬಾರದೇ ||

ತಾಮಸರಕಣ್ಣಿಂದನೊಂದೆನೆಂಬುವನಿಷ್ಠೆ

ನೇಮವನುಪರಸತಿಯೊಳಿಡಬಾರದೇ ||೨||

ಹೇಸಿದುರ್ಘಂಧಗಳಿಗೊಸರಿಸುವದಿಂದಲಿ

ಆಶಾಪಾಶದಿಗಳಬಿಡಬಾರದೇ ||

ಈಶಶ್ರೀಪುರಂಧರವಿಠಲನಸೇವೆಯೇ

ಲೇಸೆನುತಸಂತೋಷಿಸಲುಬಾರದೆ||೩||

Translation in English (Target Language)

What is the use of practicing rituals?

Without personal experience or knowledge. Oh human!

We quit eating vegetables and fruits under the garb of rituals,

Can't we quit those intense select desires?

It is like relentlessly succumbing to the charm of sensual desires,

Why don't you fix your mind on Srikantha?

In the name of rituals, can't we shun eating sweet delicacies?

Why can't we renounce desires and anger?

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Frustrated feeling of being eyed by the toxic people,

Why can't we have the same attitude when we deal with other women?

Tangled in a murky world,

Can't we severe with desires and attachment

Considering the bliss why can't one be ecstatic?

In service of Lord Sri Purandaravithala.

Four – tier Table

RaagaKambojiAatataal

ಏನು	ವ್ರತವೇನು	ಸಾಧನಗಳೇನೋ ಪ
enu	vRatavenu	saadhanagaLenoo
what	rituals	practices
What is the use of practicing rituals?		

ಸ್ವಾನುಭವದಜ್ಞಾನ	ಹೀನ	ಮಾನವನೇ ಅ	
svaanubavadajnaana	heena	maanavanee	
personal experience knowledge without human Oh			
Without personal experience or knowledge. Oh human!			

ಶಾಕವ್ರತವೆನುತ	ಫಲ	ಶಾಕಗಳ	ಬಿಡುವಂತೆ
SaakavRatavenuta	phala	ShaakagaLa	biduvante
vegetables rituals saying fruits vegetables quit to			
We quit eating vegetables and fruits under the garb of rituals.			

ಬೇಕಾದ	ಆಕಾಂಕ್ಷೆ	ಬಿಡಬಾರದೇ॥
beekaada	aakankShe	bidabaaradee

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select	Desires	quit can't
Can't we quit those intense desires?		

ಸಾಕೆನಿಸಿದ	ರತಿಗೆ	ಸತತ	ಮನ	ಕೊಡುವಂತೆ
saakenisida	ratige	satata	mana	koduvante
enough of felt	pleasures of skin	continuous	focus	give like
It is like relentlessly succumbing to the charm of sensual desires.				

ಶ್ರೀಕಾಂತನೊಳು	ಮನವನಿಡಬಾರದೇ ೧	
Srikanthanolu	manavanidabaradee	
Srikantha in mind in why don't		
Why don't you fix your mind on Shrikantha?		

ನೇಮಗಳಮಾಡಿ	ಪರಿಪಾಕವ	ಬಿಡುವಂತೆ
neemagalamaadi	paripaakava	biduvante
rituals perform sweet delicacies to quit as if		
Like, in the name of rituals, we shun eating sweet delicacies.		

ಕಾಮಕ್ರೋದಂಗಳನು	ಬಿಡಬಾರದೇ॥	
kaamakroodŋgalanu	bidabaaradee	
desires anger quit can't		
Why can't we renounce desires and anger?		

ತಾಮಸರ	ಕಣ್ಣಿಂದ	ನೊಂದೆನೆಂಬುವ	ನಿಷ್ಠೆ
toomogono	kanninda	nondonomhuvo	nishthe
taamasara	каппппаа	nondenembuva	msnute
toxic people	eyes with	frustrated like	pernicious feeling
Frustrated feeling of being eyed by the toxic people			

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ನೇಮವನು	ಪರಸತಿಯೊಳಿಡಬಾರದೇ∥□	
neemavanu	parasatiyolidabaarade	
Principles together women apply		
Why can't we have the swomen?	hy can't we have the same attitude when we deal with othe	

heesi	durgandhagaLigosarisuvadindali
Murky	foul tangled with
Tangled in a murky world	

aaSaapaashaadigala	bidabaarade	
desires tangles	quit can't we	
Can't we severe with desires and attachment?		

Eesha	Sri purandaravithalana	seeveyee	
Lord	Sri Purandaravithala	services in	
In the service of Sri Purandaravithala			

leesenuta	santooSisalu	baarade	
blessed saying	happy to be	why can't	
Considering the bliss why can't one be ecstatic?			

Paraphrase and Analysis

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In this kriti, Purandaradasa attacks imposters who feign rites and rituals without any experience or wisdom. Dasa further emphasizes on hollowness of rituals through an example which nullifies the purpose of an individual who quits eating vegetables to complete a ritual. However, one fails to let go one's worldly desires and pleasures. He further states that instead of relentlessly thinking about sensual pleasures, one can always fix one's wandering mind on Shrikanta (Consort of Goddess Lakshmi). Dasa further jeers in a rhetoric tone at those, who shun eating sweet delicacies but refuse to let go worldly desires and anger. He also includes the masqueraders who avoid the company of toxic people, but they fail to adhere to the same principle while eyeing other women. Purandaradasa concludes the kriti, with an observation that people are ready to get tangled in the maze of the murky world but shirk from being away from worldly enticements. He signs with a commendation which states that one should submit to serve Purandaravithala and enjoy the divine bliss.

The kriti used for analysis here is in third person singular and has rhetoric tone. Every possible effort has been made to bridge the gap between source language (Kannada) and the target language(English) and there is no deviation from the content and the intent of the original kriti.

Conclusion

Based on the findings that have surfaced from the four – tier model it can be concluded that a kriti can be understood at word phonemic and sentence level coupled with the brief summary provided at the end of the kriti. The above discussion reiterates the need for translating Purandaradasa'skritis into English, using a simple framework that bridges the gap between the source language and the target language to comprehend the message without diverting from the intent and the content of the kriti.

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NEW TEACHING LEARNING METHODOLIGIES – GLOBALISATION

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Abstract:

In changed circumstances of the world we shall accommodate our country in a safe position. In this connection the teachers have a dire need to play a vital role in imparting knowledge to the students' fraternity and train them to face future challenges in the present globalization. The impact of globalization on the present education system. It is necessary to change the mode of teaching. The traditional class room teaching is not sufficient to reach the higher realms of learning. The teachers have to change their attitude in imparting knowledge to the students to changed circumstances rather than traditional class room teaching. We need to establish e-class rooms besides traditional classrooms in each and every college that comes under higher education. Certainly the audio-visual teaching can draw the attention of the students. All the students are prepared to use technology properly that can be useful for obtaining knowledge and settle well near future. A lecturer should not just deliver the lecture but substantiate with pictures, latest updates to create interest among the students and make a lasting impression on students. The use of information and communication technology is a must in the present globalization. The self-appraisal reports are kept aside in traditional way of teaching. Is academic audit is necessary? For what extent it is. Let's examine it. A teacher is expected to opt this noble profession by choice but not by chance. Then only we can do justice to this profession in terms of adopting new methodologies and updating of knowledge. Education doesn't mean dumping some information to the students without assessing their capacity of grasping it. In this case a teacher must be a good psychologist and what methods are suitable to the needs of the students in the present globalization. The student is able to utilize this knowledge to lead his life in a splendid way. The teacher always be a learner and an ever a student. The teaching must be student centric and involve the students during process of learning methodologies. The teachers have to give a scope to students finding innovation in teaching instead traditional way of teaching. Enthusiasm should be created among the students. The students should be involved all kinds of activities and the teaching should be activity based. The students are prepared to pay attention on research oriented activities besides textual knowledge. They are supposed to take everything challenging during their life time. Life skills are to be taught by all the teachers besides their subject. It's the prime responsibility of the teachers to see the students make use of

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digital class rooms and send them to different places to enhance their life skills. Every teacher is competent enough to teach necessary skills besides their subjects by using methodologies which are suitable to that particular context. In this context teachers are to be given training on different areas. Each and every participant of this training must enjoy it and make fruitful in terms molding the student into the required shape. The new methodologies are to be adopted to impart the knowledge thorough our teaching and students make use of applications of theory what they learnt so far. My paper mainly focuses on various new and unique methods are to be used for the betterment and prosperity of the students in the present globalization.

Keywords: Teachning, English, training, language etc

Teaching and learning methods at undergraduate level can be very different. How you teach will largely depend on your course content, level of study. The learning process should be student centric. What new methods we being teachers use should be useful to the students in terms of creating interest on a particular topic or area of study. Then only students are expected to get contentment. In this connection we motivate the students should come out of rote learning. This rote learning basically depends on memory. The student may understand or may not understand the explanation given by the teacher concerned. This type of learning cannot be useful to lead his or her life comfortably and also gets a good position or placement in the society.

In the present globalization students are encouraged to participate in fruitful discussions on any area they have read in class or independently, weighing its merits or considering its application. Then only they are expected to get equip them with the practical knowledge besides theoretical knowledge. It's better avoid providing study materials to the students. Instead of this, the teacher enable the students have prepare notes in their own in terms of pay attention on the lecture given the teacher in the class room on a particular topic. Discussions are an important part of the overall masters experience, giving the students not only access to other viewpoints on the same subject matter, but also enabling you to consider different rationale and logic, hugely important elements of professional post study life. The basic thing or barrier is most of the students hail from the rural areas. They may not be good at communication skill. The teacher has to motivate them to participate in interactions either in telugu or English. I ensure that they gradually enrich their skills. We have to provide a platform for them. Learning by doing is an essential part of study. The students are asked to work independently, in pairs or as part of a small team and for most courses. We have to consider that practical is the complement of theory.

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It is also an essential way of learning. As we know it but it should be implemented in a unique way. Problem based or enquiry based learning. We have to give a problem to the students which are pertaining to real life or ask students to make an enquiry to get the results connecting with your life. This way of learning enables the students to get equip themselves with life skills. Now a days many of the students are lagging in this area. It is highly potential. If necessary, some project works should be given to the students.

The technology is advanced in our day to day life in the present globalization. In this connection, E-learning plays a vital role in the present education system. The teachers as well as the students have a dire need to take training in this perspective. Many institutions now have a virtual learning environment of some sort. What I mean to say that the students are required to study online, using material created by the teachers, download papers and take online tests, or access relevant audio and video material. In this technical age, many institutions around the world are creating technology-rich learning spaces across campuses, including access to a wide range of digital resources available only at undergraduate level study.

The students are motivated and involved in co-curricular activities. Interest should be created among all the students and make them to participate in them. Certainly they are not affected by stress management. Involvement of students in co-curricular activities is another way for students to build upon the knowledge, skills, and abilities they are developing in their graduate level programmes. Further, they develop their soft skills. Student, career and professional clubs, internships, voluntary activities, work project, diversity and multicultural events, and academic competitions are the most common co-curricular activities in which students are involved. The teacher always gets new ideas from the students. An open minded attitude can help the teacher in innovating new teaching methods.

The teachers not only confined to old traditional methods but also try to find our new methods which are useful to imparting knowledge to the students besides the methods formally recommended by collegiate of higher education. Why because the teacher's main objective is to make the students to lead their life in splendid way. Stimulating environment is to be created in the classroom. It will help stimulate a student's mind think and learn better. Such a creative and stimulating environment will help them explore and will encourage them to learn about the subject. We have to organize social, networking and cultural activities. Project based learning in the classroom is also to be initiated. The method which is used shall cater to the needs of the students.

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Many rapid changes in this globalization have caused the Higher Education system to face a great variety of challenges. In this context, training is a very essential component, thoughtful individuals in interdisciplinary fields is required. The students are prepared to learn something with research oriented bent up of mind. A lot priority is to be given to research work. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two. Any new methodology is to be introduced by keeping this point only. Teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success.

Within this shared process, higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. But students always thinking about the highest scoring in terms of marks in the public examinations. The teacher's prime responsibility to make students realize the fact and able to face the future challenges. New teaching methods such student-centered active methods, problem based and project based approaches are highly useful to the teachers to impart the knowledge to the students. The problem –oriented approach in addition to improving communication skills among students not only increased development critical thinking but also promoted study skills and an interest in their learning. The students are given liberty to learn at their own choice. We should not stop them and confine to our ideas only in teaching learning process.

The above mentioned new methods may be useful for effective teaching and learning in the present globalization. Everything is be planned and executed for the interest of the learner. Innovation is required as far as situation demands in this process. The teachers are required to attend the training programmes and update their skills in teaching. If necessary, they may use some innovative methods in their own way. Any way the final objective is to justification to the students in terms of giving the knowledge that is useful to lead his life in a splendid way.

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THE PROFOUND INFLUENCE OF NEW ENGLAND ON ROBERT FROST'S IMAGERY

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Abstract:

Frost's creative mind turned largely to the innocence and beauty of New England rather than to its puritan leanings of the mind. He observed that the New England farmers were well known for their reserve, their positive lack of frankness, and innate love of concealment. Very often they are capable of disguising their thoughts, feelings and emotions. They hardly appear what they are. As Frost's own turn of mind is similar to theirs, the folk look normal to him, and his Yankee mind is transmuted and raised to a higher level. Indirectness and suspiciousness are transmuted in him into an extraordinary subtlety, which shows itself in his narratives as subtlety of analysis and portrayal of character, in his lyrics as subtlety of thought, feeling and imagination. His poetry carries sincerity, indeed, to the point of absolute naturalness. As an expert artist, Frost could manage the feat, which is a triumph of art to be so natural. His is the *ars celare artem* with a difference: It is not merely that he attains the apparent ease which Horace had in mind, the classical simplicity, but his poems seem spoken impromptu, not written at all, as we overheard him speaking aloud.

Keywords: profound, imagery, portrayal, character etc

Introduction

Robert Lee Frost (1874 - 1963), member of a New England family, was born in San Francisco and at the age of ten, he was taken to the New England farm country which is the seat of his creative experience so much so that his poetry is identified with it. With his early schooling at Dartmouth, where he disliked the academic attitude and worked as a bobbin boy in a Massachusetts Mill. He was at Harvard for a short period, which was followed by further work, like making shoes, editing a continuous newspaper, teaching at a school, and finally he turned to farming. The early years in this manner, were far from being happy. As these details confirm that, he emerged stage by stage from his isolation, gaining confidence in his creativity with the passage of hard times. This aspect of his growth is presented in these words:

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"Although there responsible factors are many for this Frost had character, change, yet strong sensitive mind. the strength of will, his inner a urge to be, what he wished to seek and to be sure of what he sought in his quest... and gave him maturity, though at the unusually late age of thirty-seven"[Brar 35]¹.

Frost's career as a teacher broadened his canvas. At this stage, he came to know a variety of men and women who added diversity and colour to his creative experience. It is said that whatever work he did, he failed but his failures never filled in him a defeatist tendency. He knew for certain that he had great promise in him and his unhappy experiences with his jobs made him more and more optimistic. Gradually,

"his character changed, deepened and arrived at outcome of the act of conscious will which led him to loose himself only to find himself completely"[Brar 35].²

Impressions of New England

Since Frost is known as a New England Poet par excellence, in spite of his California birth, it is necessary to know the influence of New England upon his sensibility. He is interested in a non-urban New England with its rail roads and a small number of cars. His New England, really a nineteenth century phenomenon, "the New England of subsistence farming, in which social organizers are minimal and in which consequently the individual effort counts for everything" [Nitchie 154].²

The great industrial boom, as well as its absence, was yet to be experienced by the New Englanders; and its absence as well. Simplicity and innocence could be observed everywhere in the society. Such a world was almost vanishing but Frost turned to recapture the beauty and value of this world in his lyrics. Frost conveys his experience of this particular society from two points of view: first, the old New England of the family farm is the real New England and second, the values of this pre-industrial and pre-mechanized world, are extended to the coming generations of men and women. It is not suggested that the values associated with the industrial and mechanized world are accidental. If Frost, like Wordsworth was inclined to the old New England norm it was, perhaps, because of his infatuation of the innocent ways of living.

During this period of social and psychological changes, Frost was not very happy with his failure to make the soil yield full harvest at Derry, where he temporarily worked as a farmer,

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felt the awakening of the poet in him, for he drew his early poetic material from the stage of pastoral isolation. It is said that he failed almost in everything he ventured to do but his creative sensibility had an edge over his failures. He knew his destination of a creative artist. Although he considered himself as an ordinary individual, his own individual losses and gains were creatively apprehended. Prof. Brar feels that like the great masters of the past..."Emerson, Thoreau, Hawthorn, Poe, Whitman, Frost's imagination, too, was steeped in the spirit of the age. And he shared its impulses for a fuller communal and personal life as well as its doubts with equal intensities" [Brar 36].

The development of his poetic career shows that he is inclined to distil the essence of New England in his poems. As a result of this attitude, the reader experiences in his poems a variety of characters seen in the natural setting of New England. Frost's socialism is, however, not his weakness but his real strength... as the poetry appeals to every one and not only to the inhabitants of this region. Very cautiously he has moved from the scenes and sights of New England to universal human experience. Nowhere he is different about the actual sources of his poems. The hilly farm country keeps on appearing in his poems. He is not only concerned with the present, with its reform crusades and elevated philosophizing but with the essential human nature of which, this particular region is the microcosm. Prof. T.K. Whipple makes the following observation about the New England surroundings:

"His is the New England, which, most of us know only from the varandas of summer hotels, a land of great natural loveliness, with a sprinkling of uncomfortably giant natives, the Bretons or Basques of America, strange fragments of forgotten peoples, somehow more remote from us than the Poles and other immigrants, who are settling the abandoned farms. Frost maintains that it is the glory of his New England to produce nothing in commercial quantities, nothing to sell; and as to commercial products it is true enough" [T.K. Whipple 95-96].³

Nature in New England is neither glum nor is she niggardly. She is lavishly beautiful with her jumbled hills, excitable streams and granite covered with compound plants consisting of a fungus and an algae living symbolically, forming crusts and tufts. A rich variety of vegetation like silver birches, fox grapes, blue berries, wintergreen apples and bay berry-bushes, luxuriously grow in the island of New England. Except the apple trees, all other kinds of vegetation are useless, as they do not provide any nourishment to man or beast. But they are remarkable for their peculiar tang and flavour. Here, the farmers live in their little old gray houses under the shadow of great elms. What is remarkable about these houses is that, they are far from the

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complexities of modern life. The farmers have to work hard for providing for themselves everything they need, and in addition to the poor yield of crops, they are obliged to follow a trade or craft. They are undoubtedly the inheritors of their wealth of traditions. Among them there are people "who have valued knowledge and mental independence and intellectual achievement, the strain, which produced Emerson and his associates, and others who have rebelled against the dominant tendencies of American life" [T.K. Whipple 97].

New England witnessed in Frost's boyhood days the exodus of the more ambitious people to the Mississippi Valley. A majority of the farmers, however, never thought of leaving their ancestral houses. Because, they loved their unsophisticated ways of living, believing firmly in self-reliance. They are molded by the natural conditions:

"Frost's Yankees are like winter green in the sharp pungency of their flavour and their lack of sustaining body; they differ from other men as their fox grapes differ from Muscat grapes. They are distinguished for individuality rather than for flourishing heartiness. In fact, it is a temptation to say that mankind is one of the crops which cannot thrive and grow vigorously in New England, that it, like corn, needs richer earth" [T.K. Whipple 97].⁴

Frost's creative mind turned largely to the innocence and beauty of New England rather than to its puritan leanings of the mind. He observed that the New England farmers were well known for their reserve, their positive lack of frankness, and innate love of concealment. Very often they are capable of disguising their thoughts, feelings and emotions. They hardly appear what they are. Whipple points out that out of this tendency "grows suspiciousness, a tortuous habit of mind, which is a constant source of surprise to the more credulous and easy going alien" (Whipple 98). The general view of the New Englanders is observed in the following statements:

> "Emersion said, "The God who made New Hampshire taunted the lofty land with little men". Another Massachusetts poet said, "I go no more to summer in New Hampshire, I've given up my summer place in Dublin". But when I asked to know what ailed New Hampshire, she said she couldn't stand the people in it. The little men (it's Massachusetts speaking), and when I asked to know what ailed the people, she said, "Go read your own books and find out" [Whipple 98].

Emerson's "little men" inhabit the poetical world of Frost and around their life-style a large number of poetic images have been woven. They are little men because they display

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meanness and pettiness. Far from being unfeeling or frigid, they are found to be extremely sensitive. They cannot, in spite of their reserve and control, hide their emotions of love and hatred. A very startling example of Frost's observation of the New England farmers, specially their hatred of anyone, is found in his poem, "The Vanishing Red". Here is a miller who does not like an Indian's voice and tone and decides to drown him; and this reaction is presented through a remarkable image, showing Frost's observation of, how the miller drowned the Red Indians:

"He took him down below a cramping rafter, And showed him through a manhole in the floor The water in desperate straits like fantic fish, Salmon and sturgeon, lashing with their tails. Then he shut down the trap door with a ring in it That jangled even above the general noise, And came up-stair alone – and gave that laugh, And said something to a man with a meal-sack That the man with the meal-sack didn't catch-then [CPRF 179].⁵

The morbidity of the miller is pictured by his taking the Red Indian in 'desperate straits' and the condition of the latter is remarkably visualized by the image of a 'frantic fish'. The harsh ringing of the tap-door brings to the reader an auditory image and the miller's laugh is almost devilish. All these observations show, how Frost has observed the innate cruelty of some of the spokesmen of his poems. It amounts to the dark background of life in rural New England. Surprisingly, these observations are not tinged with any imaginative turn of the mind. The spokesmen are real and the situations of life in which, they are seen are equally real. There are examples of abnormality and total madness in his depiction of life of such characters. Another example of such morbidity is seen in "Home Burial", which presents the story of a woman in grief for the loss of her child. So much so that, she displays violent hatred of her husband.

As Frost's own turn of mind is similar to theirs, the folk look normal to him, and his Yankee mind is transmuted and raised to a higher level. Indirectness and suspiciousness are transmuted in him into an extraordinary subtlety, which shows itself in his narratives as subtlety of analysis and portrayal of character, in his lyrics as subtlety of thought, feeling and imagination. Similarly, he has all the Yankee intensity; but this keenness, instead of manifesting itself as meanness and pettiness, undergoes a metamorphosis and weights details with feeling and significance. Because, so sharply he feels the details; he is unexcelled for minute and exact observation. He is no less an Yankee in his restraint. To alter Keats's saying, "he surprises by a

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fine deficiency...", perhaps omission or suppression would be the better word. He never wipes up his emotion or strives for a spurious effect. His flashes of intensity are the more effective because his manner is uniformly easy and unforced. The language and the rhythm remain colloquial even at his colloquial, his method is to build up a dramatic situation and then, in the same even tone of voice, to condense the whole into one touch, as at the end of "The Fear":

Joel!' She spoke as if she couldn't turn.	The
swinging lantern lengthened to the ground,	It touched, it
struck, it, clattered and went out" [CPRF 116].	

In the same manner, the grotesque 'independence' which irradiates in "The Code" is so altered in Frost and becomes astonishing sincerity. His peculiar virtues may not appeal to many tastes, but not his harshest critic would charge him with pretense. But the quality of his genuineness, most poetry of the day looks more than a little forced. His poetry carries sincerity, indeed, to the point of absolute naturalness. As an expert artist, Frost could manage the feat, which is a triumph of art to be so natural. His is the *ars celare artem* with a difference: it is not merely that he attains the apparent ease which Horace had in mind, the classical simplicity, but his poems seem spoken impromptu, not written at all, as if we overheard him speaking aloud. Partly, of course, this is an amazing gift of mimicry but it is more than that; to the mimetic skill is added a gift for condensation and selection and an exquisite sense of form, which has given his work not only verisimilitude but also the typical and essential quality of high art.

His Touchstone of Reality

Frost's image-consciousness is embedded in gum like experience of life. It is very well observed by critics like Carl Van Doren: "Poets understand that the love of reality is the root of most poetry. Diffuse love too much, and it loses meaning as well as power; fix it upon specific things, and they become first important and then representative. Always Mr. Frost reaches his magic through the door of actuality [Whipple 101].

His love of reality is so pronounced as to constitute a danger, the danger to which Thoreau succumbed, of coming to feel that any fact, however, insignificant, was important. None of his lines is more characteristic than the early, "The fact is the sweetest dream that labour knows" and it is evident that he regards poetry as not unlike an ax-helve:

> "He showed me that the lines of a good helve Were native to the grain before the knife Expressed them, and its curves were no false curves Put on it from without" [CPRF 230].

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He carves his poetry out of experience, merely educing what is already implicit. Here, we can visualize the inmost secret of his poetry... "he values the fact because: to him it is more than mere fact. He said that 'sight and insight' are the whole business of the poet, and the second term is even more important than the first. As Untermeyer has observed, Frost's writing possesses "the double force of observation and implication"; in it are sounded "spiritual overtones above the actual theme;" In short, Frost has not a little of the transcendentalist in his makeup. As to the significance of the fact, sometimes his feeling is worked out into overt and explicit symbolism and even allegory, as in "Mending Wall", "Birches", "Wild Grapes", "Two Look at Two", but the feeling of mystery is left in his most characteristic and appealing work, merely as a mood of strangeness and not developed intellectually.

As an example of writing full at once of actuality, and of the suggestion of wonder, we can cite "The Wood-Pile", in which the poet tells how, when out- walking in a swamp, far from home, he found a cord of maple wood, piled years before and left to rot. He tells, it conveying a sense of the eerie and uncanny, just the sense, which the experience itself would give to anyone at all impressionable. Because, it might be a relic of the savage's primeval feeling on coming across human traces in a desert place. "After Apple-Picking", more powerfully, illustrates the same union of minute observation with the evocation of an enigmatic mood — here, the indefinable state of mind, which overtakes one in the fall of the year. The clearest instance of the power, which a detail may have so to elicit feeling, is found in "The Death of the Hired Man". Mary sends her husband to speak to the hired man, and says:

"I'll sit and see if that small sailing cloud Will hit or miss the moon".It hit the moon. Then there were three there, making a dim row,

The moon, the little silver cloud, and she" [CPRF 54-55].

A common man will ask, "What of it?", but for any one sympathetic with Frost, the above lines contain the essence of his special magic, for there is something primitive and archaic about it. The above poetic lines bring back the feeling with which men regarded a world they understood not at all, in such coincidences, the feeling ought to be something important and significant, that there is certainly something mysterious. In all these cases, the gist of the matter seems to be a suggestion of some elusive meaning. We feel that there must be some mystery lurking in it, if only we could guess what it is. And sometimes, Frost develops the meaning for us; but more often he probably has no more notion of what it is than we have.

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Frost is so constituted that his reaction to a sense impression is simple and direct in proportion to the force of the impression. His reaction bears no obvious and calculable relation to the stimulus; on the contrary, the relation of cause to effect is sometimes unpredictable, perhaps, incomprehensible. It is a relation as incommensurate and arbitrary as that between pushing a button and turning on an electric light or ringing a bell. As he progresses, it is not only with him, sensuous pleasure that counts, but a subtle train of emotion and thought, which the perception rouses in his mind. He is devoted to the fact, because the fact is necessary to light the fuses of suggestion in his mind. A birch tree for him is symbolic and not an arabesque in its natural colours: It is suggestive of some hidden import. Sometimes, he may be greatly moved by something quite devoid of sensuous appeal — a grindstone or ax-helve or wood pile — because to him it is tinged with hints of meaning that impart a feeling of the mysterious and the wonderful. These shapes and colours are transmuted into images.

It becomes especially true if the perception is such as to excite the buried savage who sleeps within the most sophisticated of us. Resultantly, in such a man's account of what he sees and hears, we get sounds and sights not simply as they are, but on the one hand almost far removed from their physical beauty, on the other, so transfigured that they become real form. We discover the poet's love for the beauty of nature in such images but there is no idealistic philosophizing through them.

This is Frost's habit of mind, that the subjective element is fully as strong as the external, the following bit of a lyric adds some more evidence:

"The way a crow Shook down on me The dust of Snow From a hemlock tree Has given my heart A change of mood And saved some part Of a day I had rued" [CPRF 270].

Conclusion

If we emphasize this aspect of Frost since much has been made of his realism and his objectivity, the qualities are overestimated. After having a close observation of minute details of his images, he is not a markedly sensuous poet, in fact, he is markedly ascetic and prophetic. Because, the imagist would have done with the picture in green, white and black. Though Frost deals with preference in the concrete, his writing abounds in images that are sharp and specific,

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he does not luxuriate in sensuous gratification in a frank relish for colour and sound. To illustrate this point, we can refer to Keats and Swinburne: There is no 'purple-stained mouth', no 'cloth of woven crimson, gold and jet', and no 'lisp of leaves' and ripple of rain in Frost. Perhaps the sensuous austerity is more in the expression than in the image itself. He all but eschews the appeal of musical sound, preferring the effect of talk to that of song; such lines as 'the slow smokeless burning of decay' are conspicuous by their rarity. In his treatment of feeling also he is ascetic; his language seldom swells or rises; the emotion is conveyed by implication only, by economy and elimination. So, a reader less abstemious by nature than Frost may make the mistake of thinking him severe and stark, even bleak, bare and cold.

The sense of loneliness and isolation, which he often expresses, most emphatically in "The Road Not Taken", is one of the plainest signs of this ascetic temperament:

"I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I... I took the one less travelled by, And that has made all the difference" [CPRF 131].

The same sense of separation, of a temptation to seclude himself from the world, appears in the first poem of A Boy's Will and again in a Grace Note to New Hampshire:

> "The woods are lovely, dark and deep. But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep" [CPRF 275].

In either case of the fascination of solitude and sometimes in the terror of it — he feels strongly. He carries the matter a step further in "The Tuft of Flowers":

I must be, as he had been... alone, "As all must be", I said within my heart, "Whether they work together or apart"...

"Men work together", I told him from the heart, "Whether they work together or apart" [CPRF 31].

In "Mending Wall", by implication sets forth the mystery of isolation and comradeship; the one is necessary to the other, the sense of solitariness whets the longing for companionship:

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"Something there is that doesn't love a wall, That wants it down...

He says again:

"Good fences make good neighbors" [CPRF 47-48].

There is a touch in Frost, but no more than a touch of Robinson's feeling of estrangement from the world. Because, Frost refers not only to other men, but to all things. Unlike Robinson, however, Frost doesn't reject experience, or refer to 'the life we curse'; on the contrary, the love of life is central in Frost's thinking.

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- ¹B. S. Brar, <u>The Poetry of Robert Frost in Symbolism</u> [New Delhi : Anmol Publications, 1978] 35. Professor Brar discovers a sustained growth of Frost's creative sensibility, which is deeply steeped in the natural and human surroundings of New England.
- ²George W. Nitchie, "Robert Frost : The Imperfect Guru", <u>Robert Frost : An Anthology of Recent Criticisms</u>", Ed. Manorama Trikha [New Delhi : The Sterling Press, 1980] 154. Nitchie rightly argues that in any study of Frost's poetry the New England surroundings are of very great value. It is felt that it is a world, "without collective social institutions of any very elaborate sort, and that may be the key to it all" [154].
- ³T.K. Whipple, <u>Spokesmen</u> [Berkeley and Los Angeles: University of California Press, 1963] 95, 96. Whipple argues that Frost "is not local in the derogatory sense; he is provincial. But to say that Frost is not a New England poet would be like saying that Burns is not Scottish or that Synge is not Irish' [95].
- ⁴T.K. Whipple, "<u>Spokesmen</u>" [Berkeley : University of California Press, 1963] 97. Whipple argues that the farmers of Frost believe in "denying themselves other experiences of equal importance such as lophing and sensual pleasures" [98].
- ⁵Robert Frost, <u>Complete Poems of Robert Frost</u> [New York: Holt, Rinehart and Winston, first published 1930, 12th Printing, 1961] 179. This book is abbreviated as CPRF for all textual references to his poems.

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TEACHING TEENS THROUGH TECHNOLOGY

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Abstract:

Technological advancement liberalization globalization have paved way for the high demand of communication skills . Communication skills play an important role in enhancing employability skills. English language teaching has undergone tremendous and changes drastically over the years especially during the last decade. The proliferation of Technical devices such as computers and mobile phones and in the first two decades has influenced upon the various aspects of our life and our styles of learning and teaching. Technology has transformed the field of Higher Education specifically English language teaching for communication. Nowadays Technology based education is just like fast food to the minds of students .Technology appeals and enthuses the students towards learning. It creates something new beyond human mind and human resources .Technology is intended to improve and enrich English language skills of this 21st century for tech-savvy teens. In the light of the above this paper tries to share a few popular and insightful concepts.

Keywords: Technology, Globalization, Liberalization, Proliferation, Technical devices, Language Skills, Employability skills, Digital world.

Social networks are the platforms to build social relations among the people especially teenaged students who share their interests, activities ,backgrounds and real life situations. Most of the social network services are the web based. They provide means for users to interact over the internet using instant messaging and email. Social Networks provide wonderful opportunities for sharing ideas, opinions, feelings, pictures posts, activities, events and interests with others in their network. Social network applications such as Face book, Twitter, LinkedIn, Instagram ,YouTube ,What's App and many others have become very popular and are being used phenomenally for communication worldwide. The recent most popular social networks are WhatsApp and Twitter. The social networks have been playing a crucial role in our daily life and particularly among the teenaged student community. loan Computer Assisted Language Learning:

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CALL which stands for computer assisted language learning is a popular technical tool which has brought a drastic change into teaching. In this CALL Lab , the students are exposed to all the four language skills LSRW .Students also get exposure to different topics which are activity based. There are different activities for listening skills .They can do reading comprehension also .They can also record their voice and hear it with the help of different software's .Thus the students can improve their pronunciation better. They can concentrate on their stress, rhythm, length, speed, volume and repetitive practices and so on. So the computer gives a stimulus to the learner by being not mere a tool but also as a tutor.

Web Based Learning

Web based learning also otherwise called Technology based learning or distance learning or online learning or e-learning is one of the fastest developing areas. It provides excellent opportunities to create learner centered, learner friendly interactive e-learning environment in teaching learning process. Students can find varied web based classes offering a variety of basic language skills such as Learning ,Speaking ,Reading and Writing. Teaching can be made interactive and lively in order to serve the interests of the modern tech-savvy youth for inculcating communicative abilities and skills.

Webinars:

Webinars are very useful for students because they provide a variety of teaching tips to improve their conversation and dialogue practices.

Email:

Electronic mail invented by Ray Tomlinson is a powerful tool of exchanging messages between people using electronic devices. The students can respond with native speakers of the target language by creating a personal email account like Gmail, Yahoo Hotmail Rediff mail etc. Students can mail their home works to the teachers and get it corrected in turn. The Google Classroom is a finer example. The teacher can also provide revisions and feedback sessions for the betterment of every work or assignment and mail them back to students for their immediate follow-up.

Blogs:

Blogs are most popular blogging services being used today. A blog is discussion or informational social website world wide web .It is also a personal or professional Journal frequently updated for public consumption. These blogs enable uploading and linking the files which are very much suited to server as online personal journals for students.

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Skype:

Every internet service has audio functions. Technological instruments like laptops and tablets contain cameras. The students can communicate with their teachers classmates and friends who are far away .They can also communicate well, especially with the speakers of native language and grasp their pronunciation and try to improve their speaking abilities well.

Smart Phones:

In the present global scenario mobile has become a common source to a simple common man to convey and to communicate with others, then what to speak of tech-savvy young students .It has emerged as a powerful technological source for communication and English language teaching .Every teacher can better utilise technology to teach effectively as every learner stands well equipped with the knowledge of using mobile phones efficiently . Teachers can provide project based tasks by creating atmosphere for the students to use their imagination and creativity. So that learners can actively participate in learning. They express their readiness themselves to involve in a variety of interesting and enjoyable tasks. Mobile assisted language learning focuses on students interests which helps to transfer the limited facilities of the class room setting to the real world where by students feel free to use their individual talents and learning styles and make personal choices.

Students can take up lively activities like drama projects by using mobile phone for recording it .They feel motivated in a group when they receive approval, cooperation and support from their peers. A drama project through mobile phone is a wonderful task to get students to use language for different communicative functions like description, narration documentation, identification debate and discussion. Drama also integrates four fold language skills as students have to be engaged in script writing, peer correction and so on. students can get ideas for video projects as well. Students can acquire more ideas to make short films and documentaries based on facts or fiction .At present, many students feel more motivated and interested for making short films as this category offers a large spectrum of genre of options such as drama ,action ,horror and comedy. As students work through different stages of a project they have to negotiate and use all their language skills to communicate among peers to achieve their desired goals.

iPod:

iPods are one of the multimedia devices playing key role in enhancing and enriching the users to generate , deliver and exchange texts, images , audios, and videos scripts. The

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teachers send text messages and the students can read and answer to them. Besides, the students can record and listen to their speeches, poems, news short stories etc. Thus ipod is a wonderful tool providing opportunities to the learners of language to improve their listening skills speaking skills pronunciation, vocabulary, general grammar and also writing skills.

Multi Media:

Multimedia teaching will make student alert converting a class into a brilliant learning hub whereby they can interact with the teacher and peers and about the subject. Multimedia teaching is more intuitive now. Teachers can create situations from the real life. Though teachers are not present, students can learn on their own in the class. Thus teachers will have more approaches to stimulate student's passion for learning. Technology provides a wider scope for enhancing their communicative skills. Students are seen with personal laptops along with headsets. Projectors and screens are connected with audio boxes. Online dictionaries help the students to know meaning and to check spelling and pronunciation of a new Word. internet facilitates the students to get images for the words which are unfamiliar to them. Internet provides ample websites for learning grammar and vocabulary for the modern learners.

Conclusion:

Students of the present generation are adept in adopting themselves to the new digital culture very rapidly .So the teachers have to take up technological platforms like blogging ,pod casting collaborative mind mapping, micro sharing ,photo sharing, screen cast sharing, video sharing social bookmarking collaborative editing , collaborative working and cooperative presentations which not only exite the students but also teachers for enhancing communication skills among the teens.

With the advent of app culture apps are designed for every aspect of the customer needs. As this app culture is fast growing, it is unavoidable even in a classroom situation as the learning climate has to adopt to its requirements and demands. There are many critics who oppose bringing the technology into the class room as it causes serious dangers like loss of inquisitive mind , addiction, loss of human values, loss of human touch and relations .In spite of the above dangers and fears , if Technology used appropriately, carefully and need fully, beyond doubt , Technology is the most powerful tool as it enriches the modern teens to become better communicators with innovativeness and creativity to enhance their career prospects and empower them for excellent employable opportunities and wonderful careers

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in this digital world.

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PORTRAYAL OF GLOBALISATION: THE SHADOW LINES

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Abstract

In this paper I make clear to the reason and forceful situations of globalization. I have taken Amitav Ghosh's second novel, *The Shadow Lines* (1988). Ghosh had purely Indian upbringing but shifted and settled in foreign land. He studied and has been working in different places. For his experience he mentioned a sense of alienation, resistance, reaction, acculturation, assimilation and so on which are results for globalization in his writings. For that he became diasporic writer as he is one of the writers who always go back to India's historical sensitive issues. He starts the novel, *The Shadow Lines* from colonial period of Second World War then he highlighted the post-colonial issues Independence, Partition and riots in India. He has a great researcher who collected more information of mother land. He got an opportunity for his collection from his family members and relatives who are in India. So he had all the collective memories of his mother land. Ghosh talks about the result of globalization issues like the immigrants' painful experiences, racial discrimination, assimilation, footlessness, alienation, nostalgia, dislocation culture, religion and language etc.

Keywords: Migration, globalization, post-colonial, culture, identity, tradition.

Amitav Ghosh's second famous novel *The Shadow Lines* (1988) was received the Sahitya Akademi Award and the Ananda Puraskar in 1990. He chose different country people why migrated from their native country to various alien lands with different reasons. The main reasons are during the Second World War, education and business. This Migration is reason for globalization and people were being in cultural dilemmas and social conflicts. Ghosh is a great contributor who reveals historical impacts of globalization on tradition and culture of country. His historical writings give strength and potential to all the academicians, who wish to explore different areas in their quest for excellence. His *The Shadow Lines* is moved around the post-colonial situations. The time period, after the death of colonialism, was the transitional period of cultures. After the dark clouds of colonialism, a bright rainbow of cultures comes up in the post-colonial sky.

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The Shadow Lines have bundle of characters from India and England. Some are major and some are minor characters. Those are Tha'mma, Mayadebi, The narrator, Tridib, Ila, May Price, Mrs. Price, Nick Price, Robi, Jatin, The Shaheb, Queen Victoria, Alan Tresawsen, Snipe, Dan, Francesca, Mike, Kerry, Malik, and Lionel Tresawsen. The meaning of globalization is people of the world interact and integrate. Globalisation eventually leads to global cultural, political and economic integration. Globalization promotes and increases interactions between different regions and populations around the globe. The contemporary global socio-economic and geopolitical patterns facilitate transnational activities across the borders of nation states.

The expansion of trade in cultural products is increasing the exposure of all societies to foreign cultures. Although there is no consensus on the consequences of globalization on national cultures, many people believe that people's exposure to foreign culture can undermine their own cultural identity. The end of Second World War brought in its wake the largest population movements in European history. During the Second World War (1939–1945), India was controlled by the United Kingdom, with the British holding territories in India. British India officially declared war on Nazi Germany in September 1939. Millions of Germans fled or were expelled from Eastern Europe. Hundreds of thousands of Jews, survivors of the genocide perpetrated by the Nazis, sought secure homes beyond their native lands. And other refugees from every country in Eastern Europe rushed to escape from the newly installed Communist regimes. Second World War on India was on account of war expenditure.

"The realities of the bombs and torpedoes and the dying was easy enough to imaginemere events, after all, recorded in thousands of films and photographs and comic books. ... Nobody knows, nobody can ever know, not even in memory, because there are moments in time that are not knowable: nobody can ever know what it was like to be young and intelligent in the summer of 1939 in London or Berlin." (p.59).

Mayadebi and Tha'mma both are Bengali sisters. The story begins with Mayadebi's family moving from India to England during Second World War in 1939. Mayadebi marries the Shaheb, a wealthy diplomat. As such, she travels often throughout her life, including to London in 1939 with the nine-year-old Tridib, her middle son. She has an older son, Jatin, and a much younger son, Robi. Jatin's wife Queen Victoria (Nickname to Mayadebi's daughter-in-law and Ila's mother); granddaughter Ila (Jatin's daughter). In her family Tridib was the only person who spent more time taking care of his old grandmother in India. Because of Mayadebi's husband and elder son Jatin's jobs abroad, Mayadebi spent less time in India and more time in other countries.

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Because Mayadebi moderately respected Indian culture she distinctly assimilated both Indian and London cultures.

Mayadebi's in-laws and Lionel Tresawsen had been friends in India. Lionel Tresawsen was a business man, North London family who traveled extensively from London to India. Actually Lionel Tresawsen was born in Mabe, Southern Cornwall. He had little education and but had ambition to settle in well, he went to a nearby town to work in a tin mine in Malaysia. After that he worked all around the world – Fiji, Bolivia, the Guinea Coast, Ceylon – working in different employment in mines, warehouses, plantations and whatever came his way. Soon after, he had landed in Calcutta as an agent in a company. At last his wish launched small factory of his own, in Barrackpore. After bore two children, he sold his factory and move back to England for would have all the advantages of a proper education, university and all to his children. He settled in the rural area of a small Buckinghamshire village. His daughter Mrs. Price was a widow who had a daughter, May Price and son, Nick Price. In England, Mayadebi's family had stayed with Mrs.Price.

Mrs. Price and her husband, Snipe, live in West Hampstead, London. Decades later, when the narrator (Mayadebi's sister's grand son) went to London for his Ph.D work stayed at Mrs. Price's home. She and her husband are extremely generous, as over the years they provide lodging for several of the narrator's family members, including Mayadebi's family. Narrator's father also went 'a business trip to Africa' (p.36) when Mayadebi's family was there.

Alan was Mrs. Price's brother and an intellectual living in London in time leading up to Second World War. Alan lived in a communal house with Dan, Mike, and Francesca. Francesca is a young German woman whom Alan Tresawsen possibly smuggled out of Germany. She was extremely beautiful. The Price family lost track of her after the house on Brick Lane was bombed, as she was put in an internment camp for enemies and never heard from again. Later Alan dies during the war. Mike is a pudgy Irishman didn't like the Shaheb, and implied that he believed that all Indian people want to kill Englishmen.

Second World War touched virtually every part of Indian's life, even things so simple as the food people ate, the dress people wear, the films they watched, and the music they listened to. But all these different country people became friends due to war. When Mayadebi's husband at Second World War operation she was helped by other members who are along with her at Mrs.Price home.

> "People were becoming friendlier; in the shops, on the streets, she couldn't help noticing. Everyone was so much nicer now; often when she and Tridib were out

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walking people would pat him on the head and stop to have a little chat with her; the shopkeepers would ask her how her husband was, and when he was to have his operation." (p.57)

Mrs. Price's home became a small globe with different people at her home. Moreover, in many cases their works and creators were actually part of the war effort. There is a wide range of ways in which people have represented Second World War in popular culture. Many works were created during the years of conflict and many more have arisen from that period of world history.

During the Second World War many were converted to build emergency prefabricated houses for those made homeless and became children as orphans in the bombing. Ila, Mayadebi's grand-daughter also participated for collecting funds for homeless people in the bombing. "With the Save the Children Fund, said Ila. It won't pay much, but it's something." (p.93) German audience went on to discuss the issues with friends or family. Many who telephoned the broadcaster afterwards to express their shock were in tears. The history of humanity is one of globalizations.

By 1939 the UK had established a chain of radar stations along its coasts to detect incoming bomber planes. After Second World War promoted British style and established London as a fashion centre. There has been a rapid growth in air travel, enabling greater movement of people and goods across the globe. The factors that have been behind globalization in the past are likely to continue. It is possible to change certain factors are Mobility of labour, willing to move between different countries in search for work, Global trade remittances so on.

Characters suffered cultural predicaments in the foreign land and at the same time they stuck themselves into their own style of traditional and cultural beliefs and imbibing the cultural traditions of the host country. Ghosh had portrayed the result of globalization in Indian and foreign culture and tradition very aptly and in realistic terms in *The Shadow Lines*.

Ila traveled so much as a child because of her father and grandparent's profession. During her childhood, she lives in London at Mrs. Price's house for a while and attends school with Mrs. Price's son, Nick. When she visits Calcutta and plays with the narrator, she indirectly tells the narrator about being bullied and beaten for being Indian, and the narrator doesn't piece together what actually happened until years later. Because Ila grows up in a lot of western cities, she thinks about freedom differently than the narrator and Robi do. She loves to talk about having promiscuous sex and wears mostly jeans and T-shirts. She feels London is her own land and she questioned the citizens:

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"I said: I'm not meeting you for the first time; I've grown up with you. He was taken aback.

That must have taken some doing, he said drily, since I grew up right here, in boring suburban old West Hampstead.

I've known the streets around here for a long time too, I said." (p.48)

Third generation IIa and First generation Saheb were being insulted about their colour, nationality race and culture. Though IIa born and grownup in foreign land later married Nick, she was not accepted by Nick. Those incidents can make migrants feel like they are not important or don't fit in. They might feel upset, depressed or angry. They can be affected by it even when it's not aimed at them, like if they hear someone discriminating against someone's culture.

Conclusion

Globalization is a result of both positive and negative developments. It will give rise to new industries and more jobs in developing countries as well as it will force poorer countries of the world to do whatever the big developed countries tell them to do. Due to globalization, Identity became a universal problem. The present situation is an example for that. Through *The Shadow Lines*, Ghosh exemplified the spreading of globalization is Second World War, increasing education, employment and business. This globalization is result for westernization, changing of every culture and tradition in post-colonial period.

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ESSENTIAL TOOLS OF A TEACHER FOR EFFECTUAL TEACHING ENGLISH

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Abstract:

In this paper, we are going to know what the teacher's tools are and how they will be useful in the class room. The tools are very useful and effective only when the teacher knows how to use them efficiently. If the teacher knows tools also, if he or she has no efficiency of using them it is futile in the teaching profession. The teacher cannot depend always on those tools instead he or she has to know that through the preparation for teaching those tools only guide him or her for insight of a learner in the class.

Keywords: Teacher, Tools, Teaching, English, class room.

The curriculum, course book, blackboard and teaching aids are the tools which are available for a teacher for class room teaching. As teachers, we must have efficiency to use these tools effectively. A proficient craftsman is one, who knows how to use all his or her tools competently and reasonably at correct time in the correct place. When we use those tools for teaching, we should use them astutely because, we cannot use them at all the time otherwise it becomes dull and in effect. And as we all know that if we don't use them at all it is not at a tool only. It is obvious about the teacher's tools also. We cannot always depend on the textbook, or teach in the class room according to the syllabus, we cannot depend on teaching aid to become a good teacher rather we must use tools in such a way that the tools we follow must be useful for a learner in the class room and outside as well.

Syllabus is the primary tool for a teacher to have Effectual teaching but it must not as copycat. Syllabus must be a channel for a teacher to teach effectively. Syllabus only directs the teacher to train a student to perform the examinations very well and portion to be completed in the course of given period of an academic writing. It tells you to teach only necessary things in the class room. To become a successful teacher in the class room, a teacher must have knowledge about syllabi. The syllabi which are followed by a teacher must quench the learners'

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thirst. Let us analyze the characteristics of syllabi. A good syllabus must provide the aims of learning, content, techniques of reading, and necessities of examination.

Textbook is second tool for a teacher. A teacher is always aware of a text book if the syllabus is avoided or not. Because a text book always obtainable by the teachers. Without text book a teacher can't teach the classes confidently. By the reference of the some text book related to the syllabus a teacher will teach effectively. Now let us analyze this idea of text book teaching very practically. A teacher has to ask himself ' what is a text book to himself or herself' whether it is a teaching aid , a crutch, is it a side-dish and more over whether it is an Educational set of choices?

According to my opinion, most of the teachers will come forward to admit that the text book is either a teaching aid or Educational set of choices. Very few teachers declare that text book is a crutch for them. But I say that it must not be a crutch. The way of using the books may be showing that teachers are likely following the text book as crutch by conducting the learning activities and home work similar to that of text book guide lines. If a teacher doesn't permit students to move away from the exact response of a question in the text book, then he is following the text book as a crutch.

A teacher will not go out of the text book at the time of teaching classes even though the points of the topics are giving you some extra information. It happens because he is following the text book as a crutch. A teacher who follows the text book as a crutch will not meet the learner's requirements in spite of covering the entire text book. And such kind of teacher may not concern the present language enhancement even though he is telling the stories and teaching grammar and lessons.

Examination system is the third tool. It is one of the essential for a teacher who assesses his teaching abilities in the profession. Through this tool, a teacher has the chance to improve his skills based on the performance in the examination by the students. There is a lot of encouragement to a teacher through this system rather feedback given by the students. In requisites of teaching skills of language, it will provide the way that tests affect the class room teaching that leads up to them regarding performance. The examination must insist on open, stretchy which have the concentration on skills that are provided by the language teacher.

Examinations must be a resource provider for a teacher to enhance his ability where he has to improve. Internal Assessment will be done only through the tool of Examination only. The examination can concentrate upon the progression of being educated. Any teacher who is

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teaching on his own interest and a teacher who is very skillful man are part of the society to change the learning environment productively.

Therefore, the tools of teaching can be used practically wherever is needed to improve the standard of teaching in the class rooms. There is a possibility for some tools to be used spontaneously in various standards. And there are some tools which have to be analyzed, sophisticated in advancement of using by the teacher in the class room. And a teacher must know must know basics of their use before get into practice.

Finally, this paper discussed the mentor and his manner that teacher should have towards his class room teaching. These tools will make a teacher to be aware of utilizing resources for his improvement.

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UNDERSTANDING EMOTIONAL LANGUAGE TEACHING METHODSUBSTANTIATED BY GROUNDED THEORY IN QUALITATIVE RESEARCH: A CASE STUDY OF ENGLISH LANGUAGE TEACHING

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Abstract

Communicative disorders have affected the fluency is language communication. Dysphagia is an important disorder which is about swallowing dysfunction linked to neuromuscular or esophagus spasms. So, in this case speech impairment and swallowing function are inter-dependent & directly proportional. Speech Language Pathologists have over a Century paved way for articulatory mechanisms to cure oropharygeal dysphagia. Teaching English phonetics by classifying sounds based on the place of articulation serves dual purpose of increasing the proficiency and releasing the cricopharyngeal tension/tightness. English Language Teachers are increasingly being called as Emotional Language Teachers because of their role in developing Emotional Intelligence & Holistic Development. Thereby, we can assume that Speech Language Pathologists can turn into Emotional English Language Teachers for Linguistic Therapy of Dysphagia. My paper delves upon the review of such literatures which focus on English Phonetics & Dysphagia Management.

Keywords: methods, teaching ,English ,language etc

Introduction:

Language Teaching methods have been developed and evolved over time with respect to various parameters with situational criteria such as learner's goals, acceptance and acquisition, social and cultural background, uniqueness of the target language, previous learning experience etc., and parameters with research criteria such as the pros and cons of existing language teaching methods, research methodology adopted, data reliability, literature review,

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generalization of contemporary language teaching and learning goals. As a consequence of awareness on language learning and acquisition, various methods such as Direct Method, Grammar Translation Method, Audio-Lingual, Total Physical Response, Immersion, Communicative Language Teaching, The Silent Way, Task-based Language Learning, Suggest opedia have been devised through an inspirational as well as a critical standpoint on the methods preceding each of the theory of language teaching. Parallel to this understanding, we evaluate Language Teaching Approaches such as Natural Approach, Structural Approach, Cognitive Approach, Psychological Approach, Functional/Communicative Approach, Emotional Approach. Employing grounded theory in Qualitative research, there is substantiation on Emotional Language Teaching method which was developed as a result of the research that began with a series of questions such as:Is there an efficient Language Teaching method? What is the role of native language in learning a foreign language? etc. The approach leading to Emotional Language teaching method is consistent with the grounded theory methodology which is based on inductive reasoning.

English as an Emotional Language:

People know that learning English helps them in being intact with present world. People can learn English and teach their children as English is a global language and everyone needs to understand. They may also communicate with their children in English and improve their fluency. By looking at these many advantages an English speaker has, it is natural that everyone tries to make English as their emotional language. Emotional language is something that one acquires and imbibes in ones' hearts. Making English as ones' emotional language is not an easy task. The primary reason for this is that Indians are all native speakers of languages other than English. And English now becomes their second language. But as it is well known, nothing is impossible in this world, making English as the Emotional language is as certain as the sunrise.

The following are the reasons why English must be Emotional Language:

Language of Science

English is the dominant language of science. Hence, most of the research in the field of science will be written in English. At university level, the students study almost all the subjects in English to make the material accessible to international students.

Improves skills

Researches proved that speaking a second language improves the cognitive functions and listening skills. It may also delay the onset of dementia in old age.

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Easy access to information

In the fields providing information like press media and internet, English is a dominant language. Most of the important websites are written in English. It has been observed that about 80% of the web material is composed in English. Even websites in other languages have an option of translating the entire information to English in one click. Majority of books are written in English. No matter in which nook and corner of earth one is at, one will find at least one English book or newspaper available. Since English is dominant in international communication, people will be exposed to a large amount of information of a particular topic.

Around the globe

One can travel around the globe with a good grip on English language. This is because it is the most widely spoken language across the globe. If one keenly observes, every travelling site will have English as an option.

World-class entrepreneur

If one wants to become a good entrepreneur, one must be well acquainted with English. Any big company will hire their staff basing on the fact that they are good scholars of English or not. When one wants the companies to function at an international level, the knowledge of English is of utmost importance. Knowing English will make one bilingual and more employable in every country of the world.

Easy

English is based on a simple alphabet and it does not include any special symbols. The written and spoken forms of English are one and the same. Some languages including French, German have very different formal written and causal spoken forms. Hence, it is easier to learn when compared to other languages.

Words don't change

In many languages, one word has many forms but in English words do not change. For instance,

English: The man is blind. German: Der Mann ist blind. English: This is a blind man. German: Das istein blinder Mann. English: I see a blind man. German: Ich seheeinen blinder Mann

Here one can observe that the word blind means the same in any context in English. Whereas, in other languages, one may have to use it differently.

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Grounded Theory Methodology

Grounded theory methodology employs systematic inductive methods for performing qualitative research targeted toward theory development. There are two referents to grounded theory, the first is a method consisting of flexible methodological strategies and the second is thinking about the products of this type of inquiry. Over the time, researchers use the term to mean the methods of inquiry for collecting particularly analyzing data. The methodological strategies of grounded theory are intended to construct theories right from data analysis.

This methodology was founded on the seminal 1967 book 'The Discovery of Grounded Theory' by sociologists Barney Glaser and Anselm Strauss. Since their original publication in 1967, Glaser and Strauss have differed on how to apply the grounded theory method, resulting in a split between Straussian and Glaserian paradigms. According to Glaser, Grounded theory method accentuates induction or emergence, and the individual researcher's creativity within a clear frame of stages, while Strauss's theory is based on validation criteria and a systematic approach.

The Glaserian method claims the aphorism "all is data". This means that not only interview or observational data but also surveys or statistical analyses or "whatever comes the researcher's way while studying a substantive area" (Glaser quote) can be used in the comparative process as well as literature data from science or media or even fiction. Therefore, Glaser describes this method as Qualitative Data Analysis (QDA). Glaserian method emphasizes conceptualization abstract of time, place and people. A theory discovered with the grounded theory method should be easy to use outside of the substantive area where it was generated.

In substantiating Emotional Language Teaching method, we have employed Glaser's paradigm to Grounded theory methodology wherein we have considered the literature review, surveys, interviews as data to evolve the resultant Emotional Language Teaching method. The method developed can be used outside the boundaries of where it was created (emphasis on English Language), that is can be extended to other languages and subjects. This aspect of our research goes hand in hand with the Glaser's theory of Grounded theory method.

Grounded theory research includes the following basic steps:

Coding text and theorizing: The quest for developing theory involves taking a small part of the text and coding it line by line. Coding is done by identifying useful concepts and marking key phrases. The same process is repeated with consecutive chunks of text/data. According to Strauss and Corbin, this process is called open coding and Charmaz called it initial coding. Coding is followed by Theorizing where examples of concepts are developed and the relation of each concept to a larger more inclusive concept is analyzed.

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Memoing and theorizing: Memoing is the process wherein the real time notes of each of the concepts that are being identified are kept. It is the step that follows coding but is done before putting down the first draft of the completed analysis. Memos are field notes wherein observations and insights are jotted.

Integrating, refining and writing up theories: Linking the codingcategoriesto theoretical models around a central category that hold everything together. The constant comparative method comes into play, along with negative case analysis which looks for cases that do not confirm the model. Basically one generates a model based on the process of how one is studying right from the first interview/situation and see if the model holds up as one analyze more interviews/situations.

I. Emotional Language Teaching Method Example for English Language developed through Grounded theory Research

Emotional Language Teaching method for English Language teaching is developed through Grounded theory methodology. As a part of this research, the Weekly timetables of various Language classes have been considered as the data, and coding is done based on the effectiveness of language acquisition, memorizing the real time experience of the students, and thus theorizing a weekly timetable to bridge the gap between learning and acquiring. Emotional Language Teaching Method thus resulted as a creative approach to enthuse students to acquire English language effectively.

The following is a proposed Weekly Timetable developed through Grounded theory Research implementing Emotional Language Teaching while able to teach the prescribed syllabus for a 45 minutes duration class:

Day1

*5 minutes: Preparedness (Soothing Music)

*10 minutes: Exposure to verse of a song and drilling (speaking)

*5 minutes: Reading activity using Newspaper

*5 minutes: Listening activity using Radio or TV

*20 minutes: Structured Learning (Grammar and phonetics)

Day 2

*5 minutes: Preparedness (Soothing Music)

*10 minutes: Audio-Visual display (YouTube, English Movie or Multimedia clip)

*5 minutes: Discussion on the Video clip (Speaking)

*10 minutes: Reading & Listening activity using Emotional Narrative (one student reads aloud)

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*5 minutes: Discussion on the topic (making note of the vocabulary, phrases and structures

*10 minutes: Structured Learning (Vocabulary & Semantics)

*Day 3 and Day 5 are same as Day 1

*Day 4 and Day 6 are same as Day 2

Weekly once

*1 hour of Outdoor activity (Experiential Learning)

*1 hour of Soft Skills based LSRW Activities (Holistic Learning)

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LITERATURES IN ENGLISH: POSITING CANADIAN LITERATURE IN PEDAGOGY OF 'ENGLISH CURRICULUM'

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Abstract:

In the curriculum of universities, the emphasis is on 'literature' written in a language, rather than the language per se. However, as observed in most cases, British Literature is given a primal position, leaving out the 'other literatures' written in English. Since English as a language was often reinforced unto the residential schools in the settler colonies, many indigenous literature too came up, scribed in English; but none of them are co-opted in the curriculum of 'English'. Despite universities striving to include 'Indian English Literature' and 'Major Classics' like *Antigone* or *Phaedra* translated in English into the curriculum, the diasporic and indigenous literature of Australia and Canada could not share space in it.With close reference to the short stories by Lee Maracle- a Canadian indigenous author and Anita Rau Badami- author of the diasporic literature, the paper aims to explore and establish why such literatures need to be co-opted in the curriculum to provide a view of entire literary field to the students across the world. Why should "English Literature" only indicate the works of English author and not the Canadian authors when that very language was the mean to write the Canadian Literature?

As Himani Bannerji stated in 'Barbara Godard: In Memoriam' :

From pursuing Canadian Studies, one could read politically and comparatively, as an attempt to challenge the hegemonic drive, to show the fractures and contestations, the power driven society of Canada, a space of convergence of multiple other,

That call inevitably deserves scholarly attention and demands inclusion of 'Canadian Studies' into the majorly practiced curriculum for worldwide circulation of the cries of marginalized Inuits, Metis and First Nations, and introspection into the colonized lived experiences of settler colonies. That inclusion would also probably challenge the hegemony that persists in literati and would lead way to breach boundaries of conventional curriculum.

In the process of including the literatures that spoke of how the fragile indigenous communities suffered in the hands of the colonizers, how residential schools created the 'stolen generation' and how the 'invisible minority' of Diasporic communities in Canada grew out of political unrest in South East Asia, the students would also get the opportunity to be acquainted

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with not just the Victorian England or the 'crisis in dukedoms', but also with other historical literary realities.

How the literatures of Indigenous communities and Diasporic communities unfold the realities of multiple lived experiences will also be scrutinized to establish how those approach qualified 'Canadian Literature' to be a part of 'English Literatures'. The objective of literature is surely not limited to interrogation and comprehension of the language structure or thematic essence, but also to analyze the associated history and its nuances. Probably, for that comprehension of socio-political contextuality, Canadian Literature too deserves to be included into the curriculum of 'English Literature' across the world.

Keywords: Canadian Literature, English, curriculum etc

¹ "Native literature in Canada is rooted in the oral traditions of storytelling and includes all types of traditional narratives such as myths, legends, animal stories and various other tales".

Despite that rich mosaic of narratives and diversity, the curriculum of English literature in India is flooded with British texts, neglecting the indigenous and diasporic literature that emerged across the colonized and post colonized corners. Scrutinizing the curriculum of the majority of universities in India, the Curriculum of English is majorly seen to be categorized into British Period patterns, enmeshed in the literary pieces composed by Shakespeare, Milton, Sonneteers and poets like Wordsworth, Keats and Coleridge. Apart from few, curriculums are majorly flooded with texts of male authors. Only few of the universities include work of poets like Elizabeth Barret Browning, Mary Shelley, and include Indian English writings by Toru Dutt and Anita Desai. Amidst the overwhelming ripples of Liberalism and Glocalization, it is indeed questionable how those stereotypes of including 'British pure English' and 'Canonical Studies' perceives in the academia. Does that mean the colonial fervors are still embraced by the colonized themselves? Isn't this top heaviness of curriculum with male white authors also indicative of imperial patriarchy attested by worldwide networks of academia?

As an alternative to the existing framework of the curriculum, we need to envision a larger portion of 'literatures' that exist outside the purview of academia, written in English, and worthy to be included in the curriculum. The world needs to know how the marginalized voices of the indigenous communities came up in their literature, even though their 'literature' was composed in English because they were imposed with that language in the residential school set

¹Chakraborty, Prarthana. "Neglected Traditions: Oratures of the First Nations" in *Unified Self, Fractured Identities?*. Series eds. Chattopadhyay Suchorita. Vol eds. Gupta Seemantini. 2002, Department of Comparative Literature, Jadavpur University, Kolkata.

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up by the colonizers in the settler colonies like Canada and Australia. Universities like Jadavpur University, Delhi University, Jawaharlal Nehru University and Presidency University began to include the literatures translated into English with the view to aware the students about the literary aura that pervades in certain period or context, but besides that, it is also required to include the works of poets like Ali Cobby Eckerman and Lee Maracle, who wrote about the oppressions they faced under the colonizers and about how the indigenous lives shared close ties with nature and environment. Probably the inculcation of these literatures and scholarly attention to these marginalized texts would offer new avenues for literary critiques to understand the exploitation based on resources, linguistic identities, community-based impositions and classist racist sexist dynamics working across the international borders. From the perspective of Marxist and Ecocritical Feminism, these texts would be fruitful for analysis.

Apart from the indigenous writings, the literature that came up with the hands of Diasporic communities as well, should be included in the curriculum, with the aim to gauge how English as language also gained currency and became a mean to express the experience of diasporic communities. When a language is used by a foreign community, that newness away from native usages perhaps also provides new syntax, new application, new essence and few inculcations of native concepts, worthy to be discussed in new academic light.

Ali Cobby Eckerman as an Australian indigenous poet wrote much about how as a member of the 'Stolen Generation', she faced atrocities in the residential schools and crisis of identity when faced with the interrogation of her identity in the white family. Her writings were largely replete with details of colonial oppression, the forced socialization processes and the inbetweens faced by the 'Stolen generation'. However, this paper will be limited to discuss Canadian indigenous literature and Diasporic literature, primarily emphasizing on short stories by Lee Maracle and Anita Rau Badami's *Can You Hear the Nightbird Call?*

Neglected Traditions and the Strangled Voices:

² "The writings of Native Women assimilate two crucial trends of past, ancient oral tradition with the present new literary traditions. Thereby, its women writers are a bridge between their community and the reader from the outside world- a bridge between the past and the present, a connection uniting various sections of society. The inherent spiritual energy of the Native culture finds an eloquent expression in the literary contributions of the writers reveal faith and courage

²Guhathakurta, Arlene. "Invoking Memory: The Voice Of The Colonised Women Writers" in *Solitudes and Solidarities*. Eds.GuptaSeemantini. 2003, Department Of Comparative Literature, Jadavpur University, Kolkata.

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in the face of desolation and grief. These women writers acknowledge to be 'native women' with a great sense of pride, confirming that their creative flow cannot be curbed by external pressures or internal tensions."

The narratives by the Canadian First Nation can offer an understanding of traditional history, morality and religion of their communities. The mythic tales were used as public records, citing them to prove their claims to various rights and privileges, such as that of painting emblems on their homes. Images of animals are predominant imageries in the indigenous myths and legends. The creation stories deal with the creation of the world and the other natural forces. Different tribes of the native people have their own versions of the creation myths and they attribute the creation to different legendary, mythical figures.

There were also orators on 'The Thunderbird': a cross-cultural symbol of the native North-American mythology. It has also found itself as an icon for non-indigenous people as has been on featured automobiles and United States Air Force Squadron. The indigenous people have totems bearing his representations. The Tales of survival are a crucial part of the native people's mythology. The narratives provide a dulcet description of the community's lived experience in the natural calamities and rugged topography of Canada.

Tales about heroic battles and conquests are very famous among the various native tribes of Canada. The tribesmen narrated these tales of valor when they gathered around fire at night. These tales were about the adventures of chase, war, experience of travelers among the tribes like Salish and Anishinaabe, and the rivalries between the tribal chiefs. Legends and stories also had issues on medicine men and medicine paraphernalia. Oratory or the gift of eloquence was extremely important among them. It was an essential practice to be expertise by every tribal leader for the maintenance of prestige and power in his tribe. Unanimity in the tribal council was maintained by the art of persuasion and rhetoric.Perhaps, all of these narratives could qualify to be studied in academic curriculum, nourishing a holistic understanding of literature across boundaries

Lee Maracle and her stories on Residential Schools:

Lee Maracle, born on July 2, 1950, is a Sto:lo Canadian author. Of all her stories, "Charlie", "Maggi" and "Dear Daddy" from *Sojourner's Truth and Other Stories*(1990) are discussed to analyse how these stories would enrich the comprehension of residential schooling system and socialization process in the settler colony.

The short stories such as *Charlie* and *Maggie* put forth how the 'stolen generation' felt the void intrinsically and were restless to escape into eternity than facing the brutal tortures at the hands

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of dormitory teachers. The very tone and structure of narrative that Maracle employed in "Charlie" uphold the gaze of the Christians towards the indigenous children and the mutual suspicion that persisted between them. Neither the priests were dedicated teachers who wished the well-being of the children, nor were the indigenous parents sure of their children's future even after sending them to the missionary dormitories. For them, it was just a 'Law' that the children should be sent without the assurance that they would be trained enough to earn the daily needs. The skills that the indigenous children were expected to learn in cradle days lost its vitality; the stolen generation was indeed not only detached from their biological parents but also detached from those very essential traditional trainings that could have fetched their livelihood.

Charlie's father wasn't the only one perplexed and worried about the boys who left dormitories and never came back. He too again was a representative of the community where men were unsure about their children's future; worried about the children not learning the traditional hunting skills but also helpless in the face of a law that left them with hardly any agency to do anything about it. Jimmy's uncle and Charlie's father could have heard of the frequent runaways, the priests could have sent police to catch those runaways, but for those helpless puppets, there seem to be absolutely no way outs.

³ "At home no one served you or stopped you from ladling out some of the pot's precious contents. Here at school, they lined you up to eat. Each boy at each level got exactly the same portion. A second plate was out of the question. He felt ashamed to eat."

Maracle's elucidation of the monotony of the children about their daily rigid lifestyle, strictness of the priest, the psyche of the teachers to look for alternative schools with so called 'eager civilized students' perhaps suggests how they felt miserable and monotonous to tolerate each other. In one hand the teachers dreamed of completing degrees and teaching 'eager students', while on the other hand, offspring like Charlie dreamed of peeping unto their home kitchen, imagined how their family members would have been relishing their lives and the probable ecstasy they would express when Charlie would go back to his home. 'Returning the gaze' had been a prominent trait between the exchange of orients and occident: similarly, the priest's attitude towards the children and the children in turn looking at the principal as a 'wolf-like' figure prowling by, highlights how each gazed towards other one with sheer disgust and suspicion.

Scientific improvisations are said to have facilitate communication; but for those who embraced nature from birth and felt more comfortable in following the rabbit's trail and relishing

³Maracle, Lee. "Charlie" in *Sojourner's Truth and Other Stories*. 1990: Press Gang Publishers, Vancouver.

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in the wonderment at the stars on gloomy nights than being concerned about mathematical tables, 'scientific developments' such as railway tracks are merely bits of iron laid down to show the way back to home. The occident might have propagated 'progress' as directly proportional to the quantum of technology, but for those people whose livelihood and measuring distances relied on nature, the landmarks to be followed while escaping remains to be the natural reliefs such as the pine orchard and rocky crags. Charlie was no exception. As a child he could have learnt to measure distance by footsteps and the railway tracks, but the very crave to scale and judge using nature and her natural markers remain as his primary instinct which in turn highlights the communal sentiments and habitual practices.

The strangled voices were left with almost no ways of protesting against the exploitations. Beginning with exploitation of the aboriginal women as prostitutes, leaving the illegitimate children to be nurtured by churches, and finally pushing them to be cheap labours for factories, to the present day's coercive sterilization of the indigenous women: the political and domestic scenario, by and large represents the lack of agencies on the part of indigenous communities, sanctioned by laws such as the Indian Act of 1876. Amidst the initiated assimilation, acculturation and isolation, the silent tears of the indigenous people went unheeded by the Whites. Perhaps, Maracle's accounts on her story "DearDaddy" is not just the scenario of an exploited woman being deserted by the White yet bearing his children but also a representative of the victimized group of women who faced such exploitations and had to combat many obstacles on the paths of survival, that put their very existence into question. Just like the narrator's quest to ventilate her thoughts to the 'daddy', the illegitimate children too perhaps craved to meet their biological father and wished to share their feeling or be shielded by the father figure.

Their daily search for shelter, the unrepaired damaged roof, running out of daily food, and the struggle to hold the family together perhaps sums up the lives of the entire community of women who were in one hand victim of encroaching colonizers and on the other hand, had to pay the price of being 'aboriginal'. Had the lady not been strong enough to fight back the odds, her children could not be secured enough to have their daily bread and butter. The underlexicalised sentence structure used by the author besides marking the received language and half appropriated application also marks how the indigenous women were exasperated to chart out their survival through the crooked political hegemonies and standardized social norms.

Why was it mandatory for the narrator's mother, to scribble through mathematics, physics, chemistry and English? Was it absolutely necessary to be skilled in these subjects to provide for her family? Why was Charlie forced to be trained in mathematics and English instead of learning how to hunt, gather food and take care of himself just as his father and grandfather

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learnt? But, they had to, because in the land of settler colony, only the trainings stipulated by the Occident could qualify someone to be appropriate for the so called 'mainstream society'. The charms added by the yellow blossoms and slithering worms to their lives, perhaps lost its essence, because the lives of the first nations are no more ruled by nature and governed by the traditionally passed down mores, but by the will of the Colonizers.

Articles by survivors of residential schools such as John Tootoosis and Daniel Kennedy suggest that it was strictly forbidden to speak their first languages and were stripped off their traditional clothes. They were neither allowed to write letters to their parents nor were allowed to step out of the schools without written permissions. They were forced to chop off their hair and were even given new names so that the" Europeans could pronounce it easily". As Kennedy stated in his *Recollections OfAssimiboine Chief* (1972), his name was said to be 'barbaric' because 'no civilized tongue could pronounce it and the inadequate English alphabets were not fit enough to register the name'. Perhaps, these approaches by the Whites were not only denigration of indigenous traditions but also proved the manifestation of superiority complex they used as a tool to establish their reign.

By preventing a child from communicating with his parents, ways are not only paved for psychological turmoil and depression, but also lead to terrible and traumatic sense of insecurity .Traditional clothes and haircuts are usually markers of clans and hold immense cultural values; so when the children are forced to give up those valued markers, identity crisis is bound to drown them .The attempts to strip off the identity markers and the superiority complex on the part of the colonizers recurred back and forth in the stories of Maracle through the narrator's description of the treatment they faced in the hands of the authority. Maggie's position as the detained child and Charlie as an uninterested student coagulates and intersects the fictional world with the non-fictional world to create and uphold the panorama of atrocities the authorities applied to weaken the indigenous clans.

The residential schools propagated the norms as per Victorian morality. However, reports by *Gender, Sexuality, and Eugenics at the Turn of the Century* presented that about 18% female students were sexually harassed in the schools and were often threatened or murdered to avoid the blots on the reputation of the so called 'civilized' .Gender stereotypes too were preached by the schools by assigning the works such as washing and cooking to the girls and gathering woods and fuel to the boys. The monotony of regular diet can be traced from Charlie's description of how he craved to smell the stew at his home. Indeed, the whites could mechanize ways to 'civilize the pagans' but they themselves were not free from the chains of stereotypes.

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The final report of the *Truth And Reconciliation Commission* published in 2015 accepted that the educational curriculum consisting of reading, writing, arithmetic and religion was not merely irrelevant to the student's need but also suggested the belief of the Whites that the indigenous people were intellectually inferior. Perhaps, Charlie too belonged to that group of students who could hardly acknowledge the relevance of the strict instructions.

The attitude of the school principal that Maggie questioned too adheres to this scenario where as a student she could not comprehend the prescribed curriculum. Even though authority set and preached ways of behaviour expected from students to prove them to be 'civilized decent human', the attitude of school principal and teacher on the contrary proved how they were the embodiment of impatience and imprudence. Maggie could not really balance the equation of unused text books and exercise books or the need to learn English at the university level, and it can surely be comprehended that she was another representative of that perplexed group of indigenous people who could hardly trace the need of residential schools and the extreme tortures.

By analyzing the stories that reiterated the traumatic and perplexed experiences of the indigenous children in the hand of dormitory teachers and the accounts by the survivors of residential schooling system, it can vehemently be asserted that the schooling system besides crumbling the traditional knowledge system passed down generation after generation, also weakened the roots of the lives of the indigenous communities. Either the students had to run away like Charlie and sometimes it priced them their lives, or they grew up to be adults stuck in the in between-ness and unable to earn their livelihood. As outcome of the several years of detention in the residential schools, they neither learnt the traditional professional skills, nor were they trained enough for vocational placements. After all, the aim was not to train them to be sufficient enough to secure a better life but to impose the power and weaken the community of 'first nations' so that the reign of the Whites remains unchallenged. The framed characters and their pondering over the question on essentiality of the residential schools, and the accounts by survivors of those schools juxtaposes and brings out the reality behind the shams of Victorian morality and 'enlightening missions'.

Indeed, the short stories by Lee Maracle and its intersecting narratives, presented the readers a facet of colonial torture on the indigenous communities operated through the Residential schooling systems. Despite the propagated agenda of assimilating first nations, Inuits and Metis into the Euro-Canadian society, their hidden motto of curbing the strength of the indigenous clans and to Christianize the young generation for the sake of establishing control on

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religious sector can be well interpreted from the fictional stories and the factual accounts by survivors.

Accounting these nuances, expressions and indications of the lived experiences of the lives of the marginalized that came up in these stories, it can indeed be asserted that the stories inevitably deserve to be accumulated in the curriculum of English. If the curriculum relaxes its boundary from including texts of only British or French authors, these 'literatures' written in English can surely offer new horizons and open up space of understanding the literary production of the world.

Diasporic Literature: Anita Rau Badami's Can You Hear The Nightbird Call?

Anita Rau Badami, born on 24 September, 1961, is a writer of South Asian descent living in Canada. Few of her works are: *Tamarind Mem* (1996), *The Hero's Walk*(2000), *Tell It To The Trees*(2011) and *Can You Hear The Nightbird Call?* (2006).

In order to highlight on the diasporic nostalgia and diasporic identity crisis recurring in the literature that may offer new horizon of theme in 'literature', our discussion will be limited to her *Can You Hear The Nightbird Call?*

The novel, with its chief motif of displaying the three registers of experience: the personal experience of home in three different contexts of migration-chosen, forced and nonbelonging, revealed that belongingness is often problematically constituted through its other: the experience of violent separation, loss or exclusion. She accounted the readers with a dulcet description of the identity crisis and nostalgia of the Indo-Canadian diasporic community, settled there, in search of a better life. The three protagonists and their life stories convey the readers the psychological tussles and how the macrocosm of the politics of homeland affected their microcosm of daily behavior.

As she started the novel by describing Sharanjeet Kaur's claustrophobic life in a village of Panjaur, and how she stole her sister's luck and stepped unto Vancouver with her husband and becoming the Bibiji, complexities twined and interweaved the histories of the two countries. Her father as an escaped victim of the Komagata Maru Incident of 1914, always accounted her with descriptions of what could have happened if he would have been allowed to reach the land of 'damp earth' and 'dark tress', and how rich they could be if he could reach his dreamland in search of fortune. Indeed, through the very first chapters of the novel, the writer explored the social and political reality of The Continuous Journey Act of 1908, and emotional conundrums that boosted patriotism which made Bibiji's mother cover up the elopement of Harjot Singh with nautanki dancer with the boasted story of his death as a martyr.

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Khuswant Singh's letter about the history of the Sikhs in North America, in no doubt conveyed about the long lasting diasport communities present in the land of Canada. The 'we' feeling of the 'invisible minority' persisted throughout the novel and the series of intersecting personal narratives in the arduous conversation highlighted the fervent tussle of the protagonists.

Bibiji, after settling in Vancouver, could understand the contemporary scenario of the home country she had left behind, through the letter of her sister, Kanwar. Kanwar's letter could make her contemplate how paper map could ruin the relation between the neighbours with whom they used to share a warm bonding. As Pakistan emerged as an independent country and chaos took over the scenario of India marked with trains carrying dead bodies to the supposed borders, women killed by the husbands to save honour, millions of people losing their homes, families, memories and communities, the fight between the Muslims and the Sikhs made her awe-stricken. Bibiji and Paa-ji naming their home 'The Taj Mahal' and their dependence and constant referring to 'oopperwala' as a way of constantly falling back upon their own culture, once again pointed how the couple along with the diasporic community projected their rooted Indian-ness within them, deliberately as a mean of deviance from the 'Gora' or the Whites, through their lifestyles, habits, practices and believes.

The gathered people in Bibiji's apartment discussing about the conflict between Hindus, Sikhs and Muslims, the killings, rapes and beatings occurring daily in the villages that were located on the supposedly border line between India and Pakistan, about Sir Radcliff and how the Hindu majority was supposed to stay in India and Muslims in Pakistan, unfolded the psychological connection the immigrants shared with their distant homeland.

While Bibiji and her husband set up a café in Vancouver and named it The Delhi Junction, it's decoration with lithographic prints of the ten Sikh gurus, coloured paintings of the Golden temple, maps of the India, photos of Nehru, Gandhi, Bhagat Singh, and Dev Anand, echoed their eagerness to uphold the Indian-ness, even in their land of Canada. On the other walls of the café were the clocks displaying the times of India, West Pakistan, East Pakistan, Vancouver, England, New York, Melbourne and Singapore, that also conveyed the readers about ties and tendencies the immigrants had, to imagine the daily chores of the friends and relatives whom they left far behind. Bibiji's careful charting out the menu of the café, 'deliberately excluding pork and beef so that none of the religious communities' sentiment gets offended', highlighted the native practices and believes followed by the diasporic communities even though they stayed far away from the land of their origin.

Although she and her husband were always glad to host new immigrants and served them as paying homage, it was their very own café that witnessed much debates and change of

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behaviour as the repercussions of the political events of the distant homelands, of the customers of that cafe. The Indians and the Pakistani customers fuelling their conversations on issues like families and politics of their country of origin were so much passionate, as if they could see their distant homes through a telescope, exciting their imaginations and their emotions, bringing tears to their eyes.

The Chinese invasion of 1962, referred to by the customers as 'The Chinese betrayal', and the way the immigrants refused to patronize Mrs. Wu's vegetable shop, indeed emphasized how the macrocosm of Indian political history had its shadow over the microcosm of the immigrants. Bibiji's conclusion during the partition that her loyalties laid with India and not with Pakistan, and her celebration for Indira Gandhi becoming the Prime Minister of India by distributing free sweets to all the customers of The Delhi Junction, proved how even though she stayed in Canada for a long time, her personal patriotic emotions always twined with the land of 'milk and honey'. Her affectionate smile at the portrait of Mrs. Gandhi that her husband hung at a wall of the café suggested the distant ties that she embraced as an Indian lady, who was glad to realize another Indian woman controlling the land. Diasporic nostalgia indeed!

As the immigrant customers of the café always shared a table and used to discuss about issues of their distant land, Bibiji always appreciated the traditional Muslim gestures of Hafeez Ali and his elegant Urdu accent. She was also enchanted by Menon's heavy Malayali accent. However, the seat arrangements of the café altered when war broke out between India and Pakistan, in 1965. Hafeez and Alibhai moved to a separate table as if the linoleum floor between them turned into the Line Of Control.

⁴ "Anger, hurt and loss simmered on both sides. As the war across the world went on and casualties mounted on both sides, conversation between the two factions in The Junction ceased altogether, and when Paa-ji began to vocally support the Indian side, Hafeez and Alibhai stopped coming to the café." (pp-67).

Thus we see how not only the protagonists but also the minor characters of the novel expressed their bonding with their homelands through their day to day behaviour.

Although, as soon as the war ended, they reappeared to the café, because the attraction for "familiar spices in a foreign country meant more than the enmities generated by the distant homelands." (pp 67)

⁴Rau Badami, Anita. *Can You Hear The Nightbird Call?*.2006: Viking Publishers, Toronto.

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Perhaps, we may state it as a pertinent example of identity crisis where the immigrants felt their bonding and emotions with the homeland, yet in order to fit comfortably in their mainstream society of Canada and get the taste of familiar spices, hovered back to the café. Laloo too, in quest of fitting in that society took to dress with hat and suit, giving up the *desi* dressing style, despite his sense of belongingness.

Leela, another protagonist of the novel was a victim of identity-crisis too. As she was the daughter of an Indian and a 'casteless German woman', she was always mocked for her '*trishanku*' state, and finally when she moved to Vancouver with her husband, she always pondered and oscillated between the thoughts of which was her home, Bangalore or Vancouver, besides her attachment and acquaintances to the lifestyle of South India.

The issues about building of new Gurudwara in Vancouver and Leela's feeling in Bibiji's house as if she was in a house of Punjab that was further clarified by Bibiji that inside her house, it would always be Punjab, was a clear instance of how the immigrants kept alive their native culture in Vancouver.

Leela too was intolerant towards the Chinese and blamed them for Nehru's death, as if she shared a filial bond with him. Bibiji's conveying Leela about the 'Minority Boat' and how all the Chinese, Japanese and Italians in Canada were in the same boat, dawned the realization upon Leela how they were the members of a Minority lumped together as " all in between people". The conflict over Blue Star Tragedy of 1984, followed by Indira Gandhi's assassination by her Sikh body guard, between the Sikhs and the non-Sikhs, reflected upon the relationship between the regulars of The Delhi Junction as well. Even the non-Sikhs of Vancouver claimed how the 'turbaned hooligans' deserved the attack on The Golden Temple!Bibiji, the lady who used to have affectionate smile towards the portrait of Indira Gandhi, after her husband's death, took to protest against her. Once again, the heated argument in The Delhi Junction began, about the faults of Gandhi and the Sikhs about the Blue Star operation, as soon as the café reopened. Laloo too gave up his western dressing style and proudly dressed like a Sikh, as if it was a means of protesting against the atrocities towards the Sikhs. The concept of 'Us and Them' too began to usher between the Sikhs and Non-Sikhs, in Vancouver.

Paa-ji being killed by the bullets in Blue Star operation, Nimmo's son Jasbeer's move to Canada and then back to Punjab, his involvement in the Khalistani Movement, and finally Leela's loss of her life in The Air India Disaster of 1985 that was the outcome of the Sikh separatist movement, along with the loneliness faced by Bibiji and Nimmo, gave a vivid picture of the social reality and the lives that were all interconnected with each other..

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The series of intersecting personal narratives and retrospective chronological narration indeed demanded an increased recognition of the historical harbingers of loss that have gone unheeded in Canada to disastrous effects. Just like the 'Indra's net', the net of tremors too had global consequences that wrecked the lives of many, magnifying the ethnic divisions which eventually priced lives, families, homes and perhaps sanity.

The facets of diasporic lived experience that came up in this novel, too perhaps deserve to be scrutinized in new light. As a part of curriculum, this novel too caters to the understanding of how 'literatures written in English' came up with new facets, themes, concepts and contexts.

Inclusion: A new horizon

HimaniBannerji stated in "Barbara Godard: In Memoriam" :

⁵ "From pursuing Canadian Studies, one could read politically and comparatively, as an attempt to challenge the hegemonic drive, to show the fractures and contestations, the power driven society of Canada, a space of convergence of multiple other."

From exemplifying the narratives, it can indeed be concluded that Bannerji's envisioning of challenging hegemonic drive could bear fruits when these narratives would be co-opted in the curriculum, breaching the barriers of canonical studies. Not to demean the need of including Shakespearean plays and texts from Victorian England, the narratives by Lee Maracle, Alice Munro, Margaret Atwood and Anita Rau Badami too deserves to be included for a holistic understanding of 'English Literature' that flourished. Recounting of the 'crisis in dukedoms', Romantic essences and 'pleasure in pains' inevitably deserves to be in curriculum, but besides those, the narratives enumerating how political boundaries shook the lives across ocean shores and indigenous communities expressed their view in that very imposed language, also seeks a place, as alternative for the pre-existing models of curriculum.

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FICTION – A REALITY: A CONSTRUCTING DEVICE AND A SORT OF MAGICAL LINGUISTIC WAND IN THE SELECT NOVEL *HAROUN AND THE SEA OF STORIES* BY SALMAN RUSHDIE

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Abstract:

Haroun and the Sea of Stories (1996) is a book written by Salman Rushdie. With the publication of *Haroun and the Sea of Stories* Rushdie made his way into the sphere of children's literature and the complexity of the novel makes it a fit subject for study at a higher level. The novel is the tale of Haroun Khalifa and his father Rashid Khalifa and their adventures in *Gup* and *Chup* city in search of the lost talent of storytelling of Rashid Khalifa. In *Haroun and the Sea of Stories*, Rushdie uses imaginary people and places with the purpose of not only expressing profound social, political, and religious ideas but also stresses the importance of stories and storytelling in people's lives. Rushdie focuses on the use of his own mother-tongues - which include Urdu and Hindi, to convey his messages. The author uses pop-cultural reference throughout, allowing for otherwise impossible occurrence to convey messages that are understood by the reader. Some of these references even make political observations.

The characters whose names are meaningful and are related to the significance of storytelling and communication include *Batcheat*: "Chit-chat", *Bat-Mat-Karo*: "Do-Not-Speak", *Gup*: "gossip", *Kahani*: "story", *Khamosh*: "Silent" and *Khattam-Shud*: "The End". The Moon *Kahani* is, divided into two sections equal in size, one of which is kept in perpetual daylight and the other in perpetual darkness. The two are separated by a narrow strip of twilight, which is marked by a force field named Chattergy's Wall. The daylight side is called *Gup*, a Hindi and

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Urdu word (meaning "gossip", "nonsense", or "fib" in English) and the night-darkened side is called *Chup* (meaning "quiet").

Inhabitants of *Gup* value speech and are called "*Guppees*", meaning "talkative people", while inhabitants of *Chup* are stated to have historically valued silence and are called "*Chupwalas*", meaning "quiet fellows". At the South Pole of *Kahani* is a spring known as the Source of Stories, from which (according to the premise of the plot) originated all stories ever communicated. The prevention of this spring's blockage therefore forms the climax of the novel's plot. *Haroun and the Sea of Stories* is thus an absolute fantasy, but with a real though ingeniously interwoven socio-political basis. In the novel Haroun must travel to *Kahani*, an invisible moon of the earth that holds the Sea of Stories. Haroun must find a way for his father Rashid Khalifa to tell stories once again. To do so, he travels to the Old Zone in the Twilight Strip of *Kahani*, a place in between darkness and light, to battle *Khattam-Shud*, the Prince of Silence.

The fight between the Gup and the Chup thus becomes a figurative political struggle between the hegemonic power and the man's natural yearning for telling a story. This story, however, may turn out to be a true story which speaks unswervingly against power. It is so because the journey of every individual shows an answer, that the journey is intended for a surge towards an ultimate answer for the life. And the ultimate answer is the basic truth of our life. And through this novel Rushdie gives a clear picture of his views. Haroun's journey through the novel is an answer to the question of the importance of story. The ultimate answer is that story gives meaning. If one considers the implications of truth for fiction, they are vast. In this way, one can claim fiction to be a reality – constructing device, which is a sort of magical linguistic wand.

Key words: Hegemonic, perpetual, surge, twilight, unswervingly.

And inside every single story, inside every Stream in the Ocean, there lies a world, a story-world, which I cannot Rule at all. (*HSS.* 161).

Haroun and the Sea of Stories is a book written by Salman Rushdie. With the publication of *Haroun and the Sea of Stories* Rushdie made his way into the sphere of children's literature and the complexity of the novel makes it a fit subject for study at a higher level. *Haroun and the Sea of Stories* is an allegory and exposes several problems existing in

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society today, especially in the Indian subcontinent. It looks at these problems from the viewpoint of the young protagonist Haroun.

Rushdie dedicated this book to his elder son Zafar, from whom he was separated for some time due to the controversy of *The Satanic Verses*. However, the remarkable point is that in the name of gifting his son Zafar he provided a valuable service to the world of literature. This is clearly evident in the novel *Haroun and the Sea of Stories* as follows:

Zembla, Zenda, Xanadu All our dream-worlds may come true. Fairy lands are fearsome too. As I wander far from view Read, and bring me home to you.

Characters in the novel personify literary devices such as alliteration, rhyme, and orality. The rhythms and eccentricities of the language signify that particular character and illuminate their scrupulous traits. On another level, Rushdie is also commenting on the imprecision of language. He creates words and phrases to emphasize the fact that the reader can never quite seize the true meaning of a text or an author's intention. The reader is confounded by the language and patterns of convention so that the moon of *Kahani* feels foreign. On one level, the novel can be read as a plain children's adventure tale, but Rushdie also intended for the novel to be a political metaphor.

It incorporates many of the themes of Rushdie's other works; magic realism, identity, politics - and others. The gossip, discussion, and arguments of the *Guppee* army on the way to *Chup* are an example of one of the novel's major themes: the apprehension between free speech and absolute silence. Rushdie means for the reader to question precisely how much free speech is too much and whether too much free speech can develop into counterproductive or even useless noise. Rushdie means for the reader to question precisely how much free speech is too much and whether too much free speech can develop into counterproductive or even useless noise.

Magic realism is a style of fictional literature in which magical elements blend with the real world. These magical/fictional elements could be used to elucidate realistic events. This form of writing can also be used to wrap up disturbing images by creating a fictional story to cover it up. Magic realism may also help the reader comprehend these events in a deeper meaning, instead of the event being written practically and the reader misses the meaning absolutely. A great example of magic realism in the story *Haroun and the Sea of Stories* is when Haroun goes on a fictional journey to try and bring back his dads story telling ability.

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The novel is the tale of Haroun Khalifa and his father Rashid Khalifa and their adventures in *Gup* and *Chup* city in search of the lost talent of storytelling of Rashid Khalifa. The story begins with a proper fairy tale line as follows:

"There was once, in the country of *Alif bay*, a sad city, the saddest of cities, a city so ruinously and that it had forgotten its name." (*HSS.* 15).

The binary opposition of Silence/Speech takes main seat in the novel. Rashid Khalifa, the Shah of Blah's – storytelling ability disappears at the same time as his wife who elopes with his upstairs neighbor, Mr. Sengupta. Rashid's silence shows that the very source of the stories, the sea of stories, is being gradually poisoned by the Arch – Enemy of stories, the tyrant *Khattam-Shud*.

Silence (*Chup*) reigns in unending darkness, while Speech (*Gup*) is saturated in everlasting light. The war between Speech and Silence, however, is fought on many fronts: between good and evil, between freedom and repression, between democracy and dictatorship. The binary qualities in Rushdie's Haroun and the Sea of stories can be severally depicted. To begin with, the topography of the moon *Kahani* and its distribution of light and darkness suggest a colonial conflict rather than a simple resistance between the freedom of speech and censorship. The sunlit Land of *Gup* is in the north of *Kahani*, whereas the eternally dark *Chup* is in the south.

In the same way, the inhabitants of the north are characterized as good and their enemies as evil and intimidating. It is also worth mentioning that the metaphor of light and darkness was all-pervasive in colonial discussion. In keeping with their civilizing mission, the progressive colonial societies were bent on eradicating the savage customs, pagan religions, and unawareness of the dark peoples. These provided the power for the colonizers to exploit and make use of the world's resources for their own advantage. That is accurately what happens on *Kahani* too. The Eggheads of *Gup* discover a way to prevent the alternation of their planet, which allows them to have suitable daylight, a most essential resource, from the *Chupwalas*.

The novel suggests that self-proclaimed good can be seen as evil. There are indications that the light side of *Kahani* is not as good as it is made out to be by the *Guppees*. It becomes clear that they are duly proud of their technological achievements. In their conceit they seem absolutely unaware of the consequences the loss of light for the *Chupwalas*, and repercussions that follow the loss of light.

The (mis)use of language is a further element of the *Gup- Chup* conflict. The *Guppee* side has not only stolen light, they also have appropriated speech and the description of what is meaningful. Speech stands as the symbol of democracy and individual freedom of expression.

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However, the ceaseless chitchat in *Gup* can also be interpreted as their repressed guilt over stealing the sun from *Chup*. In contrast, the dark other is silent—what it thinks goes unheard because its language and culture are strange. Prince *Bolo's* remarks show this kind of outlook when he hears unknown language. He also designates as inhuman the sounds a *Chupwala* warrior makes when trying to speak the *Guppee* language. The silence of the dark side on this moon could be seen as a conscious attempt by the light side to ignore it.

One of the most striking elements of play in language is in Rushdie's use of names. Almost all of the names in *Haroun and the Sea of Stories* either allude to other stories or parts of culture, or have been derived from other words in the Hindustani language. For example, *Batcheat* is derived from '*baat-cheet*', meaning 'chit-chat.' *Bolo* is derived from the verb '*Bolna*,' meaning 'to speak.' *Gup* means 'gossip," and *Mudra* is the name of any gesture in the *Abhinaya* language, which is in fact a real language of gesture in Indian classical dance. The names in the novel all correspond with the essence of the culture from which the character comes. For example, all of the names of the people of *Gup* correspond to wordiness, gossip, or speech. The names of the people from *Chup* (which means 'quiet') correspond to silence or the lack of speech. The gossip, discussion, and arguments of the *Guppee* army on the way to *Chup* are an example of one of the novel's major themes: the tension between free speech and complete silence.

Haroun and the Sea of Stories aims at exploring the precision of the proposal of the Rushdian parable as well as at analyzing its explicit narrative strategies. In *Haroun and the Sea of Stories*, Rushdie uses imaginary people and places with the purpose of not only expressing profound social, political, and religious ideas but also stresses the importance of stories and storytelling in people's lives. Rushdie focuses on the use of his own mother-tongues - which include Urdu and Hindi, to convey his messages. Many of the names of characters and places throughout the work are derived from these languages. The characters whose names are meaningful and are related to the significance of storytelling and communication include *Batcheat*: "Chit-chat", *Bat-Mat-Karo*: "Do-Not-Speak", *Gup*: "gossip", *Kahani*: "story", *Khamosh*: "Silent" and *Khattam-Shud*: "The End".

The author uses pop-cultural reference throughout, allowing for otherwise impossible occurrence to convey messages that are understood by the reader. Some of these references even make political observations. Rushdie names the "Grand Comptroller" of *Gup* City, "The Walrus", and his cabinet, the "Eggheads". This, of course, is a reference to the Beatle's song, "I

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am the Walrus", as is actually stated in the novel, and similar to the lyric in the song, "They are the Eggheads. He is the Walrus" (*HSS*. 58).

Salman Rushdie's *Haroun and the Sea of Stories* exercises the importance of storytelling in life. Rushdie - depicts the social, political and cultural ideals in a tale and in *Haroun and the Sea of Stories* are counted irony, interconnection between humor and seriousness. The Moon *Kahani* is, divided into two sections equal in size, one of which is kept in perpetual daylight and the other in perpetual darkness. The two are separated by a narrow strip of twilight, which is marked by a force field named Chattergy's Wall. The daylight side is called *Gup*, a Hindi and Urdu word (meaning "gossip", "nonsense", or "fib" in English) and the night-darkened side is called *Chup* (meaning "quiet"). Inhabitants of *Gup* value speech and are called "*Guppees*", meaning "talkative people", while inhabitants of *Chup* are stated to have historically valued silence and are called "*Chupwalas*", meaning "quiet fellows". At the South Pole of *Kahani* is a spring known as the Source of Stories, from which (according to the premise of the plot) originated all stories ever communicated. The prevention of this spring's blockage therefore forms the climax of the novel's plot.

At the center of the Valley of K is the Dull Lake, which is said in the novel's appendix to be named after the *Dal Lake* in Kashmir. This implies that Kashmir is the place on which K is based. The Dull Lake itself is the location of the Moody Land, a landscape whose weather changes to replicate the emotions of the people currently present in it. It is the place where the lead characters go at the behest of a corrupt politician, and where their adventures begin. In the novel Haroun must travel to *Kahani*, an invisible moon of the earth that holds the Sea of Stories. Haroun must find a way for his father Rashid Khalifa to tell stories once again. To do so, he travels to the Old Zone in the Twilight Strip of *Kahani*, a place in between darkness and light, to battle *Khattam-Shud*, the Prince of Silence.

Haroun and the Sea of Stories is thus an absolute fantasy, but with a real though ingeniously interwoven socio-political basis. The political catastrophe in the fable revolves around the loss of Rashid Khalifa's speech. He is not capable to tell his magical stories any longer. Even the politicians are fond of welcoming Rashid to speak at their political rallies, because there is magnetism and power in the way Rashid tells his tales. The instantaneous cause for his loss of ingenuity is the order of *Khattam-Shud* to poison the ocean of stories. He represents the political, religious and authoritarian tormenter who is the enemy of all the noblest expression of human attempt. The fight between the *Gup* and the *Chup* thus becomes a figurative political struggle between the hegemonic power and the man's natural yearning for telling a

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story. This story, however, may turn out to be a true story which speaks unswervingly against power.

The central part of the novel in particular is extremely fantastic and follows the tradition of *The Arabian Nights*. With such magic-realist and fantastic mode, however, Rushdie exposes and parodies the unseen obscurantism underneath all religious bigotry. The novel is thus a delicately veiled allegory and Rashid's fate intimately parallels Rushdie's own pain. The first time is at the beginning of the novel, claiming to have heard about a certain sad town that has forgotten its name. The setting of the novel shifts to *Kahani*, the earth's second moon and source of the Sea of Stories. *Kahani* is where all of earth's stories originate. They are distributed throughout the world by the forces of gravity. The moon travels at the speed of light. This speed allows light to be discovered, but it also allows things to be concealed since they move so fast that the human eye cannot see it. The theme of revealing and concealing with light recurs throughout the novel. Similarly, "Rashid" is a very close anagram to "Rushdie".

To conclude, Rushdie creates his scholarship in a broad framework. Therefore, there may be other angles from which the books may be read or examined. But, without a doubt, it may be said that with the publication of the present book, the writer has entered into the arena of international children's literature with the purpose of securing the reality of life. It is so because the journey of every individual shows an answer, that the journey is intended for a surge towards an ultimate answer for the life. And the ultimate answer is the basic truth of our life. And through this novel Rushdie gives a clear picture of his views. Haroun's journey through the novel is an answer to the question of the importance of story. The ultimate answer is that story gives meaning.

If one considers the implications of truth for fiction, they are vast. In this way, one can claim fiction to be a reality – constructing device, which is a sort of magical linguistic wand. It is also an ultimately optimistic way of looking at the world; but then again, we (the readers) are told that,

"[B]elieve in your own eyes and you'll get into a lot of trouble." (*HSS*. 63).

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MODERN METHODS OF TEACHING ENGLISH- ISSUES AND CHALLENGES

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Abstract:

The traditional way of teaching English classes underwent a revolutionary change due to the present pandemic of Covid-19. The worldwide lockdown compelled the practitioners to embrace and use modern methods of teaching like Online, Remote or Flipped mode during these testing times. Teaching in classrooms and particularly English has become passé. Most of the Universities have resorted to modern methods of remote, flipped or online teaching due to the pandemic. MOOCs gained popularity and students have registered themselves for various online courses offered by International universities for value added certificates. A study was conducted on the learners and practitioners using modern methods of teaching and learning English.The data was collected from faculty teaching through remote classes and students learning through such digital platforms. This paper concentrates on identifying preferred modern tools, platforms, issues and challenges faced while implementing these modern methods of teaching English language.

Keywords: Online, Flipped, Remote, English language, tools, Modern Methods, learners and practitioners.

Introduction:

The traditional way of blackboard and chalk or using smart board in classroom for teaching English language has become passé. The Modern methods of teaching have revolutionized learning English. The pandemic and the resultant lockdown in India and worldwide has necessitated or hastened the process of Modern and technological advanced methods of teaching. While traditional approaches do provide a solid foundation for effective language teaching, it is important to understand that these methods cannot be used currently due to the prevailing circumstances. In fact, earlier, to be creative, the use of smart phones or smart boards was a good option in the classrooms. Students could/would respond to answers and themselves involve in activities using such digital gadgets which was a perfect way of receiving feedback using internet and technology. But such modern tools were selectively used on some tasks and activities of learning the English language.

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On the other hand Online, Remote and flipped teaching has gained a lot of importance in the current pandemic. Online courses like MOOCs, Swayam, etc. have seen a sudden surge in enrolment and so have many other online courses offering international certifications.

In the last couple of months teaching and learning such modern, advanced technological tools like remote learning and flipped classes have thrown up many challenges. It is no longer possible for practitioner to just stand in front of a class and teach, one has to rely on technological teaching aids and power point presentations to do the job effectively. Even verbal instructions of teaching have to be clearly recorded and presented or uploaded online. Reading material, reference notes etc. have to be formatted and made available to students online for easy access and understanding. Recording your own instructions and uploading it online as with a flipped classroom is one way of dealing with the issue, even that includes the technical dimensions and it takes a considerable amount of time as well. Both the teachers or practitioners and Students or Learners being 'digital natives', find it a challenge to adapt and implement. Many arenot that technologically proficient enough when it comes to tackling unfamiliar software, hardware or using it in the right way.

Many new and Modern tools like Quizzes, Kahoot, Invision, Flipgrid, Loom etc are exciting ways of engaging students to learn their subjects in an interesting way. All this needs a lot of time to prepare and create to ensure quality in content and to arouse interest in the lessons. A humungous amount of time goes into planning the teaching material to be delivered, and this is a challenging task. The practitioner (Teacher)also has to be tech savvy and patient.

Literature Review:

Hsiu-Ting Hung (2015) explored teaching in language classrooms by using the WebQuest active learning strategy. It studied the impact of Flipping classrooms on students learning the English language and the resulting performance, attitude and participation.

Jamuna A.S (2016) highlighted innovative ways to use technology in teaching the English language. The study focused on the role of a teacher in making the subject interesting by using technology Post-Graduation levels. It is up to the teacher to develop students' interest in the English language by integrating technology to encourage students to hone their skills in Reading, Speaking, Listening and Writing skills while learning the language.

Jamuna, A.S and K. S. SrinivasaRao (2016) have analyzed how technology plays an important role in developing Entrepreneurs among the MBA Students from B-Schools. The authors indicated that the Role of Faculty in a B-School will become vital in usage of Technology to inculcate ideas through creativity among the future Entrepreneurs.

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Kamalja, Mahesh(2016)emphasized therecent trends and developments that depict the dynamic role of the sector of education and its internalization of the education process, and also the importance of quality over quantity was emphasized. The paper opined that to better professional talent, adoption of technologies was a must.

Hazarika, Zoheb.(2017)explored the impact of technology in the context of Teaching English to Students of Other Languages (TESOL). It analyzed the background of theevolving field of technology in English language teaching and delineates the growth of English through technology. It explains the various necessities of technology in teaching English. It also highlights the possible disadvantages of technology.

Objectives: 1.To understand the modern methods of teaching and learning English Language

2. To analyze the issues and challenges faced by learners and practitioners.

Methodology:

Research was conducted where in responses of 100 people were studied. Study was conducted and respondents from India and abroad participated. The study included the modern methods used for learning English language, the issues and challenges they faced while using such methods of teaching.

Analysis:

Challenges	Frequency (100)
a. Uploading a Video	16
b. Audio issues	19
c. Slow internet speed	41
d. Other technical problems	14
e. No Issues	10
Total	100

Table-1: Distribution of Respondents as per the Challenges faced

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The above table shows the challenges faced by respondents while using such digital tools of learning and teaching was slow internet was 41 %, and 14% of them faced some technical issues while respondents having audio issues was 19% and uploading a video was 16% respectively.

Priority	PPT	Smart Board	Video	Polly	Google Forms
1	29	21	37	14	35
2	34	21	17	21	12
3	17	32	16	32	26
4	15	18	21	18	17
5	05	08	09	15	10

Table-2: Distribution of Respondents as per Tools Preferred for learning English Language

(Note: Each cell frequency is out of 100, therefore percentage not shown separately)

From the above table distribution of the respondents video is the most preferred tool 37% followed by Google forms 35% for learning English language.

Discussions: Engaging the students and motivating them has been a daunting task for English language teaching. One has to assess whether the students have reliable access to technology before starting the flipped or remote classes. Not every home will always have a reliable internet connection or readily available devices (laptops, desktops, tablets, mobiles etc.) for students to use. Many have to traverse long distances or climb up a hill to get a reasonably good internet signal and speed. Even the practitioners have to struggle to get acquainted with these new methods and tools.

An email, message or text in advance will give students ample time to fix and rectify internet issues and an opportunity to flag these issues well in advance so that one can prepare to accommodate such students ahead of time. A faculty development program for practitioners and Training and on-boarding sessions for learners is therefore a good option.

Conclusions and Findings: Out of 100 respondents, the challenges faced while using such digital tools of learning and teaching was slow internetwhichwas 41 % and 14% of them faced

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some technical issues while respondents having audio issues was 19% and uploading a video was 16% respectively.37% of the respondents felt that teaching and learning with video as the most preferred tool followed by Google forms 35% and PPTs 29% respectively for learning the English language. Most of the respondents were facing multiple challenges like bad network connection, not being tech savvy and lack of interest or motivation in such distancing learning. Due to Covid-19 Pandemic it is important for the learners and practitioners to get acquainted to such Modern methods of teaching English language.

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ECOFEMINISTIC RENDERING OF NATURE IN SARAH JOSEPH'S GIFT IN GREEN AND ANITA DESAI'S FIRE ON THE MOUNTAIN

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Abstract:

Ecofeminism is a term coined by French Feminist Francois d'Eaubonne in her writing Le Feminisme ou la mort ("Feminism or Death"). The word is formed from the two words 'ecology' and 'feminism' also referred to as ecological feminism. The connection between how women who depend on natural resources and the exploitation of these resources foreshadows a connection between feminist and environmental issues. Sarah Joseph's *Gift in Green* and Anita Desai's *Fire on the Mountain* have been analyzed from such Ecofeministic rendering of nature and woman revealing the dystopian future of the planet subject to environmental degradation, destruction and commoditization of landscape and non human forms of life. The paper focuses on the analyses of how the novel deals with the threats of pollution, displacement of people, disease and the concept of resistance in both the novels.

Key words: Ecofeminism, destruction and degradation, development, resistance

Ecofeminism is a term coined by French Feminist Francois d'Eaubonne in her writing Le Feminisme ou la mort ("Feminism or Death"). The word is formed from the two words 'ecology' and 'feminism' also referred to as ecological feminism. The connection between how women who depend on natural resources and the exploitation of these resources foreshadows a connection between feminist and environmental issues.

As Karen J. Warren, American ecofeminist speaks of the interconnection between woman and environment in her work *Ecofeminism: Women, Culture, Nature*: "Trees, forests and deforestation. Water, draught and desertification. Food production, poverty, and toxic wastes. Environmental destruction and women. And women? What do these environmental issues have to do with women?" (2) one can identify this binary. Sarah Joseph's *Gift in Green* and Anita Desai's *Fire on the Mountain* have been analyzed from such Ecofeministic rendering of nature and woman revealing the dystopian future of the planet subject to environmental degradation, destruction and commodification of landscape and non human forms of life.

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The novel Sarah Joseph's *Gift in Green*, narrates the story of Aathi, an island with its natural purity untouched by the outside world. Aathi, is a serene land full of stories and storytellers who were nomads coming year after year to narrate those stories. The villagers who lived in Aathi loved to be mesmerized by the words of Thampuran's voice. "The storyteller identified dates for our daughter's weddings. He showed us where to dig wells. We received him as Thampuran's voice" (16). All the stories narrated the spiritual significance of water and these stories were listened with utmost reverence. Sarah celebrates the myth of water in the appendix too, at the back of the novel with allusion to various texts: "These stories have come down to us from an assortment of sources: the Bible, the holy Quran, Zen and Sufi traditions, the Puranas, folk narratives, historical events and those attributed to the life of St. Francis of Assisi. These stories have been created and reinterpreted within the alchemy of Aathi" (353).

Aathi has a historical reverence for one of the five elements of nature and the nectar of life – water. For in Aathi, water was related to human beings from birth till death. All their rituals, culture and their existence depended on water and land. The interdependence of man and nature could be seen in the very oath they took in the name of water 'Jalam Sakshi!' The existence of Aathi was only because of water as is described: "Innumerable canals, water drains, ponds, water springs, wells, paddy fields brimming with water and slushy marshes criss-crossed the place-the network of Aathi's nerves" (33-34). To understand the significance of water Sarah provides us with a protagonist named Kayal who had lost her way in the city could only say 'popo' to everyone she met. Kayal and her mother return to Aathi with the hope that the water might cure her. "Not know in the usual sense of the term. We must know the water as the lotus knows it" (61).

The villagers treat nature gently whereas ill treats nature and talks of ownership of land. Kumaran's arrival into the village makes changes that spoil nature. "Ever since this thing began, baskets full of empty liquor bottles, plastic bags and rotting food had been accumulating in the mangrove forest" (86). The degeneration starts with the arrival of Kumaran, a native, who left Aathi earlier for a better livelihood and comes back to turn Aathi into a paradise with a profit motive. Kumaran brings with him the concept of development, modernism and commercialization. Kumaran comes with a project of filling the land and making Aathi into a high- tech city. Dinakaran along with Kunjimathu, Ponmani and Shailaja protested against it. They sought the help of Adv Grace Chali to file petitions against the filling up of land. However, Kumaran had securely closed the questioning mouths successfully.

The serene, calmness of Aathi disrupts and the waters get dirty, muddy and violent. An anonymous character, a girl cleans the water by herself is Aathi personified: is the nature of water to clear; it cannot help it" (35). She is depressed over the waters getting muddy and tries to

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clean it but deep inside she can understand that it's not possible any longer. Shailaja, as a woman has an emotional attachment to the ruining of nature. She is restless when she finds the medical wastes polluting the waters and she sees murdered fetuses, placentas, severed limbs, plastic bottles, chemical agents, garbage etc., and feels terrible. She recollects Markose who said: , "Behold the earth. Everyone chokes her with dirt and garbage. And she? Gives flowers, fruits, nuts, rice and wheat in return"(76).

The reference to Chakkam Kandam, a village serves as the best example for polluted village which turned uninhabitable because of the careless mistakes committed by people who fail to recognize the provision of nature. Prakashan, loves Shailaja and earned his livelihood by fishing. But he too is caught into the fold of greed by Kumaran and leaves the village. Velayudhan, Shailaja's father rejects him to marry his daughter. Shailaja is married to Chandramohan of Chakkam Kandam which had backwaters, mangroves, fish etc. Shailaja gets shocked on seeing the village's polluted waters. 'None of us ever eats or drinks anything here,' the women said, their faces creasing with aversion. Shailaja was horrified. The wells, the ponds, the channels, the streams and backwaters, which spread like an ocean in front of the house, were all covered with layer upon layer of shit. (80)

Nature's behavior changes soon as is evident from the rising waters: "No sooner had they vanished from sight than Kumaran's army marched into the water. Booted legs kicked and splashed in unison. The battered water rose, splattered sideways and crashed flailing its head. Never before had Aathi witnessed such an exercise (39). The people of the village failed to understand to what was happening but knew that cultivation and fishing can't be done and they would witness extreme poverty. Kumaran built bridges, vast structures and embankments which became a resistor to the resistance of water. During tides the people of Aathi could hear the "water wailing and howling, knocking its head against the granite bund" (203).

Man has become so selfish and demanding that although they could understand nature's plight in terms of development and progress, he fails to recognize it. Kunjimathu had seen the sight of trapped water and launched a fight against Kumaran and his massive structures: "One by one, all the people of Aathi came to Kunjimathu, drawn by rumour and reportage. Even those who have come to dissuade her ended up staying on in solidarity with her" (203-204). Some individuals understood the condition and could foresee a bleak future of Aathi. Aathi's stinking waters showcased Kumaran's dirty, stinking and selfish ideology. Youngsters of the village – Dinakaran and Ponmani sought the help of the government while women like Kunjimathu and children cleaned the waste and garbage on their own. This however, couldn't prevent the death

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of the waters of Aathi and as the clear waters vanished from the mangrove, its people too vanished.

Nature's terror was vent upon the people who spoiled it. When the monsoon came, nature's revenge struck with the water flowing endlessly: ""There was water everywhere, nothing but water" (343). The monsoon rain cleared away the filth that had destroyed the waters of Aathi. The clear waters were back and nature showed its importance as a liberator and life sustainer. People understood Kumaran's business and profit motives and came out of the utopian, hypnotic, modern commodified urban culture and understood his evil intentions.

Green bangle, the mangrove forest in Aathi, is shown explicitly exploited by men. Throughout the novel, the presence of total greenery is seen even in connotation with the title which man fails to understand since nature with its greenery is a gift to man in green. The novel starts with the degradation of ecology and ends with the regeneration of Aathi.

The paper focuses on the analyses of how the novel deals with the threats of pollution, displacement of people, disease and the concept of resistance. The natives of Aathi had to recognize the devious means of Kumaran which can be equated with the land pooling taken by government and the land grabbing of business tycoons in modern India in the name of development. The ecological destructions levied by man would lead to a calamity. Aathi, personified as a woman shows her association and affinity to woman-nature connectedness the binary where female role i.e., Prakriti should be recognized and her role respected. Aathi, with its rituals and practices had an eco-friendly culture respecting Mother Earth and revered water as a life source which was for a brief tenure invaded by a catastrophe to understand the role played by development and modernity which throws us into a dystopian future.

Plumwood acknowledges that women have been culturally associated with nature and this has essential provided an 'othering' of both women and nature. Griffin, Morgan and Rich elaborate that "greater humanism, pacifism, nurturance and spiritual development...And all this because women are closer to nature" (Rosi, 68). Eco feminists believe in the connectedness of woman and nature and that the liberation of one means the liberation of the other since both are dominated by patriarchal ideologies. Anita Desai's *Fire on the Mountain* is analyzed with the aspects of both woman issues and nature issues which brings to light a completely patriarchal society which treats women and environment alike where both are used alike to suit the needs of man.

Nanda Kaul, spends most of her life fulfilling her socially given responsibilities of a good wife and a caring mother. Her living alone a Carignano symbolizes that her role of a wife was

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over with her husband's death and her completed role of a mother with her children well settled and married. Her presence at Kasauli and her apparent satisfaction with the 'barreness' of the place is the effect of how the patriarchal treatment has changed her mind. The desired cultural image as a woman was no longer wanted now as she has none to care for. However, the arrival of Raka, her great grand daughter who needs medication destabilizes her mind to understand herself as Raka seemed to inherit many of her longings as a child. "If Nanda Kaul was a recluse out of vengeance for a long life of duty and obligation, her great grand daughter was a recluse by nature, by instinct. She had not arrived at this condition by a long route of rejection and sacrifice (like Nanda Kaul), she was born to it, simply'' (48).

Raka observes the cruel, developmental and beneficial plans of the government and business tycoons when she watches the Pasteur Institute which was created to produce vaccines for people but that those vaccines were tested on many animals which died. The harmful effects on the non human life and the ecosystem is symbolic of the environmental oppression meted out by the policy makers in the name of development. The stark charred trees and the Pasteur institute symbolize the affinities of the west which are slowly engulfed by the fire of natural energy and nature providing a place for discarded women.

Raka feels liberated in Kasauli. "The safe, cosy, civilized world", of the plains, of the city, is like a prison to her "to which she owed no attachment" (91). Ila's rape and death is symbolized quite early in the novel through images of nature. As Nanda decides to take a walk on the lawn, she spots a lapwing that gets agitated on her unexpected arrival. Nanda thinks "that hunted, fearful bird, distracting and disturbing" (26). When Ila stops to talk to Nanda as she was passing by a group of boys cruelly taunt her. Her umbrella is taken by the boys and it becomes a horrifyingly dehumanized metonymy for IIa: "The umbrella squeaked in protest. Boys fell upon it, brought it down into the dust and it bowled along the gravel, kicked helpfully on by them to the side of the road…Roaring in joyous expectation, the boys tried to help it through the rails but it stuck fast, protesting like a lady in hoop-skirts at their uncouth sport" (108).

Ila represents every woman whose voice disturbs, amuses and sometimes irritates them. Speech of Ila is a representation of how its made fun of and disliked by men. Speech becomes a sign of refusal which men can't accept and it had to replaced by violence and decapitation, rape and bloodshed. The Ecofeministic view upholds the current developmental model as deceptive and violent both on nature and women.

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In the novel *Fire on the Mountain* ecofeminism asserts the woman's association with nature and their denigration related to one another. This novel is a landmark which questions the misuse of natural environment and the exploitation and illtreatment of women existent in the societal inequalities and patriarchal culture. Anita Desai's narratives not only give shape to separateness and connectedness that emerge from a family saga, but dramatize the way in which the self receives wounds, which are either aggravated or healed by the socio-cultural matrix, which is its soil and sustenance (Rajendra Prasad 148).

Raka understands Kasauli's history of deforestation, its strategic location as a military depot and medical research centre and the hill station and all these are illusions of mankind inn the name of development and progress at the cost of deforestation and hampering of forest growth. The forest fires serve the metaphor for the revenge taken by nature on man for his growing selfish wants.

The old lady, Nanda who has cut herself away, is not aware of the hill the way the girl Raka knows. Raka sees the cruelty and scans the mountains which have been subjected to denudation by the vaccine industry and repeated forest fires – man made or otherwise. In this novel, women characters are depicted as members of damaging ecosystems.

Raka sets fire in the end to delete the scars of human behavior such as that of grandmother who avoids giving shelter to IIa, her friend in need; to the brutal behavior of villagers like Preet Singh who couldn't understand the message of IIa when she stopped the marriage of his young daughter. Raka seems to portray the message that nature can become drastic if aroused and left uncared for signifying a binary of woman similarly left uncared for by the commercialized and commodified demands of modern mankind.

Conclusion:

Ecofeministic reading of these novels projects a picture of the incorrigible aftermath that can stem from the oppression of nature and slowly disseminate into human life involving woman and non human forms. The whole concept of development and progress carried on by the use of machines and technology by man would bring in a state of interrogation. The novels compare the use and abuse of nature and woman as Prakriti personified and generate a response towards harmony in culture and nature to promote sustainability and thereby empower the entire ecosystem which promotes life of humans in the long run.

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MODERN METHODS OF TEACHING ENGLISH

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Abstract

Teaching is a complex, Challenging and creative task. Predictable and traditional methods of teaching disengage the students, making them lose interest in learning. Figuratively, most of the younger generation seem to be handcuffed to their mobile phones. They often attend lectures in college without their note books or textbooks, but they never fail to carry their mobile phones with them at all times. Though many colleges in India have laid down a rule that states that students should keep their mobile phones in silent mode or switched off, teachers often notice students stealing a look at their mobile phones under their desks. With permission from the higher management, mobile phones and smart boards are now being used to teach English in our classrooms. When modern tools and mobile phones are used in teaching, they promote peer contact, and improve collaborative and interactive learning among students. This paper tries to explore these issues.

Keywords: Mobile learning, Technology for language learning, interactive learning.

Introduction

An aspiration India wants to learn English primarily for achieving literacy in English for acquiring basic proficiency in English, and for improving the language skills that will help them move up the ladder of social success. English is not the language of transaction in rural areas and teachers labour hard to master the language which they do not use regularly outside their classes. The English language skills of the teachers in rural India are woefully inadequate and when such teachers teach English, the students learning of the language suffers. How can we upgrade the language skills of these teachers so that ultimately the students would be able to gain proficiency in English? Can technology be effectively leveraged to help school teachers attain a reasonable degree of proficiency in English? Can we tap the huge potential of educated Indians who are willing to help in the mission to upgrade the language skills of rural teachers?

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English has come to represent a symbol of people's aspirations across India and proficiency in the language helps them to participate in various spheres of activity. In a country that is rich in diversity like India, English is seen as a binding force. Students from non- English-speaking backgrounds, especially from the rural and semi-urban areas of India, struggle to learn the language due to a variety of reasons. Though they are very good in other subjects academically, their lack of skills in English leaves them behind, especially when they migrate to cities for the purpose of higher education or to seeking employment. Competitive exams call for English as a medium of examination. This is a major area where rural students lag behind and here is where the divide becomes more prominent.

The biggest challenge faced by any teacher of the English language is to find the tools that help engage the students in classrooms. Students seem to display a lack of interest and apathy when learning the language. They are often caught playing on their mobile phones during the class. The phones that distract the students can, however, be used by them as a learning tool.

Students Activities

Students were asked to watch YouTube videos of an interview with any renowned singer and youth icon. They were asked to observe the way how they spoke with a strong American accent, but when he/she sang, pronounced any regional language words correctly.Students were shown international advertisements for shampoos and detergents, and in small groups they were asked to customize the advertisements to appeal to an Indian audience.

Students were asked to use their mobile phones to record a situational dialogue set in a formal context. For example, the openings of a bank account, a mock interview, and so on. They were encouraged to play it back to help them identify and correct any errors. Students were asked to write in Instagram and Blogger. They were given the opportunity to voice their views on a medium that is highly interactive. They received instant feedback from their friends. Students were shown short movies and video clippings, and were asked to discuss and write reviews based on group activities. Students were asked to have a Skype conversation with their friends or relatives living in abroad.

Problems Faced

Watching the video clipping and movies seemed to interest the students. The response was tremendous when they were asked to discuss what they had seen. However, the students were reluctant to take up written activities, such as writing a review or a blog. Very few students were participated in this.

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Live streaming was interrupted during the Skype sessions because of technical problems. These activities seemed to work well and produce the expected results when the strength of the class was smaller, around 15 to 20 students.

Conclusion

The Mobile English Classroom is a bold and innovative experiment which can fulfils the need of empowering rural teachers by developing their English language skills. It is effective for adult learners who have neither the means nor the avenues for attending regular English courses. The mobile revolution has come as a great boon in this country and this is effectively leveraged to provide large scale training to these disadvantaged sections of the society. Smart boards, computers, and mobile phones are effective learning tools if the teacher is imaginative and creative. English teachers have to keep updating their knowledge base constantly in order to be relevant and useful in the present-day classrooms. Teaching materials and methods have to progress and change to match the changing world.

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"WHEN MR PIRZADA CAME TO DINE"

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ABSTRACT

Diasporic writing in its theory and practice is the work of the expatriate who has experienced unsettlement at an existential and metaphysical level. Significantly in the past two decades, Indian English writing has been at the forefront with regard to multitude forms of depictions and expressions, in respect to value and volume. Diasporic literature earned eminence in world literature in a backdrop of post-colonial milieu, thanks to the rise of migration, immigration or emigration. The present paper examines the diasporic insights in JhumpaLahiri's'When Mr. Pirzada Came to Dine' which is one of the stories of her short-story collection Interpreter of Maladies. As a diaspora writer, Lahiri deals with issues of diaspora and its effects on identity and character. The diasporic insight of a Bangladeshi scholar Pirzada is presented in the story When Mr. Pirzada Came to Dine. As a native of Bangladesh, for Pirzada there is a deep sadness attached as he misses a place he calls home. This nostalgia brings anxiety and longing for his home and family. On the other hand, Lilia is a second generation immigrant caught up in two cultures between the traditions of her parents and the American society. Like many in the growing segment of the population, Lilia is seen struggling to reconcile her family's culture with life in America. Many children of immigrants "feel torn" about their identity. The young people are having difficulty living in two worlds, that of their parents and the new American way. For them however this courage to be authentic in the face of expectations, in order to conform to a culture of origin, while also being successful in mainstream society is remarkable.

Keywords: culture, dine, immigrants, origin etc

Jhumpa Lahiri is one of the resourcefully talented writers of the Indian diaspora, who made significant contribution towards reflection of Indian Writing in English as a fully developed and established branch of writing. Her writings focus not only on portraying the immigrant's crisis of identity, racial and cultural divergence and alienation of the mind and the loss of the sense of belongingness, but also narrate the stories of old and new generation, their

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struggles and dilemmas. Diaspora writing helps us understand the multicultural picture and evokes breaking the barriers of countries.

The story 'When Mr. Pirzada Came to Dine' is one of the stories of her short-story collection Interpreter of Maladies which presents the diasporic sensibility of a Bangladeshi scholar who had left his war-ridden family in Bangladesh, and comes to America to study the foliage of New England after getting a research grant from Government of Pakistan. It offers the cultural harmony between an Indian family and Pakistani young man in a foreign country and Lahiri's expression of the sense of alienation continues in the story. Lilia, a young second generation immigrant Indian American girl is the narrator of Mr. Pirzada's life's story. "His name was Mr. Pirzada, and he came from Dacca, now Dhaka, the capital of Bangladesh, but then a part of Pakistan." (IOM 23). Pirzada experiences the pain of separation from his family, wife and seven daughters who are in his homeland Dacca.She also makes clear that he has, "a three-story home, a lectureship in Botany at the university, a wife of twenty years, and seven daughters between the ages of six and sixteen" (IOM 23) in Dacca. In the year 1971, Mr. Pirzada arrived America for his project when a historical civil war of Pakistan occured to transform East Pakistan into an independent country known as Bangladesh.

Even though, Mr. Pirzada received the funding from his government, it did not enable him to get independent residence for living, stove for cooking foods, television for news or entertainment and other sundry items for living a comfortable life in the alien land, and for this reason he had to live in a graduate dormitory:

The grant was a great honor, but when converted into dollars it was not generous. As a result, Mr. Pirzada lived in a room in a graduate dormitory, and did not own a proper stove or a television set of his own. And so he came to our house to eat dinner and watch the evening news. (IOM 24)

These crises in the foreign land give rise to nostalgia, and he, as a result, longs for the comfort of the native soil. Lilia's immigrated Indian parents always invited a new mate from their native land for sharing meals and took pleasure in the reminiscences of their native place:

In search of compatriots, they used to trail their fingers, at the start of each new semester, through the columns of the university directory, circling surnames familiar to their part of the world. It was in this manner that they discovered Mr. Pirzada, and phoned him, and invited him to our home. (IOM 24)

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Lilia, a second generation immigrant is amazed by the strong attachment that connects Mr. Pirzada with her family but she is unable to understand the concern of people as to why they believed that two religions in a country were committing any breach for living together in a humanistic existence. She expresses her confused frame of mind over this mystifying religious inconsistency:

It made no sense to me. Mr. Pirzada and my parents spoke the same language, laughed at the same jokes, looked more or less the same. They ate pickled mangoes with their meals, ate rice every night for supper with their hands. Like my parents, Mr. Pirzada took off his shoes before entering a room, chewed fennel seeds after meals as a digestive, drank no alcohol, for dessert dipped austere biscuits into successive cups of tea. (IOM 25)

This diasporic existence creates an honest tenderness between Mr. Pirzada and Lilia's family. Mr. Pirzada always visits the home after finishing his professional work at six o' clock. The main objective of his visit is to pay attention to the news bulletin of Bangladesh which is struggling for independence from Pakistan. Watching the news is the only means for him to get acquainted with the state of affairs of his country, and, through this, he can know the safety of his family because "the postal system, along with most everything else in Dacca, had collapsed, and he had not heard word of them in over six months" (IOM 24) due to the civil war.

On the other hand, Lahiri exhibits the diasporic sensibility of an immigrated father through the national news event where Lilia's father tells her to concentrate on the news of their native continent which is in the misery of war. The anxiety of an immigrated Indian father for his home land is understood when he appeals to his child to be aware of the current affairs of their native continent, though she is not old enough to understand why he wanted her to. Lilia confesses about her inability to comprehend the politics behind the war, "my father and Mr. Pirzada deplored the policies of a general named Yahyah Khan. They discussed intrigues I did not know, a catastrophe I could not comprehend." (IOM 31) But she understands the pain and suffering of Mr. Pirzada for his family and these things make her empathetic towards Mr. Pirzada.

Throughout the story, Lilia matures as a person learning the real sense of missing someone who loves and yearning to be with them. She also sees the reason for Mr.Pirzada's frequent visits and why he is not considered Indian. Her father becomes angry that Lilia does not know her own her heritage, but he realizes that American education system focuses solely on American history. Later on, she tries and makes an attempt to study her ethnicity, but her teacher Mrs. Kenyon stops her and Lilia is not able to see the point. As the story goes on, Mr. Pirzada

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spends more and more nights at their house. When the situation in Dacca becomes terrible, he goes back to what is left of his home in Dacca. He sends a letter to Lilia and her family and explains that he found his family. But Lilia misses him and "didn't feel like celebrating" and she finally understands the meaning of missing someone who one loves.

The story closes with the departure of Mr. Pirzada to Bangladesh in the month of January after completing his research and the documentation of its findings. Though, Lilia and her parents wish for his company, it is the matter of great delight for them that he got united with his family in the independent Bangladesh. His immigration in America was temporary, and he was never desperate to settle there but he has left behind a passionate, warm-hearted and selfless bond with an immigrated Indian family which could be possible only in the course of Diasporic existence. Lahiri with diasporic sensibility offers a seamless merge of multicultural identities, alienated affinities, cultural contact, blend of local and global, new identity and new destiny to this story, and these sensibilities make the story distinctive throughout the world.

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THEMATIC ANALYSIS OF SATISH CHENDER'S TELUGU STORY "IT IS WRONG." IN ENGLISH

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Abstract:

The short story "*Thappu*" in Telugu language by Satish Chender is translated as "IT IS WRONG." by KumbhaV Koteswara Rao. It talks about a thought provoking contemporary social issue. The issue of an inter caste marriage between a high caste differently able woman and a perfectly able man of low caste (outcaste), which is eventually supported by her mother but not by her community people in the village. It is a theme of true love and sacrifice being portrayed sensibly by the writer. The story answers to the questions such as who did wrong. Why did s/he do it? What is important for the people of her community? Is it life or pride? What did Veeralaksmi do for her daughter Malliswari who cannot walk on her own without any aid? Though we live in the 21th century where most of the people are able to transact globally without inhibitions some Indians are not able to understand the very purpose of life in the name of caste, religion, class and region. In this paper cause and effect of caste consciousness is argued.

Key words: Love, discrimination, community counsel, sacrifice.

In this story, Satish Chender focuses on discrimination, alienation, communal pride and unity to break the relationship between Malliswari a Kshathriya woman and Solomonraju an untouchable man(outcaste) lives in Peta (locality where untouchables live) in the name of caste. Malliswari is a differently abled woman, whereas Solomanraju a perfectly able man. Malliswari's father abandons Malliswari and her mother Veeralakshmi to keep up his Kshathriya pride. Veeralakshmi a single parent faces lot of troubles in bringing up of the disabled Malliswari. Malliswari and Solomonraju are schoolmates. As Malliswari could not en move for her personal needs without any aid, she takes help from her mother at home and a female friend who can carry her to the washroom and bring back to the class or the place wherever she is, but

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as a matter of fact, nobody is ready to help her except Solomonraju who is just three or four years old to her at the school.

This routine has gone until Malliswari becomes is years. After that she used to manage taking help from her female classmates who could help her involuntarily. But the students, teachers and people of her community hate the relationship between Malliswari and Solomonraju because Solomonraju is an outcaste and who lives in "Peta" (a place where the out castes live). They murmur among themselves, "How dare he is to touch a Kshathriya woman, being a person from Peta?"(Satish Chender 844) Malliswari loves only two people in her life, they are her mother Veeralakshmi and Solomonraju, both serve her without any expectations. The relationship between Malliswari and Solomonraju is also approved by Veeralakshmi as she knows the difficulty and patience that her daughter requires to attend to her daily needs.

Malliswari, Solomonraju though become young, they have not lost their love and affection upon them. This bond of souls is misunderstood by Malliswari's father and the people of her community. Her father hated Malleswari and her mother because are on intimate terms with a low caste boy, as if it is an insult and damage to the pride of their clan "the Kshathriyas". Therefore, he deserts his wife and daughter and has gone off.

Malleswari one morning observing that her mother was reading the Bible, says, "Mother! Shall I tell you a secret? I've met Jesus in my dream." (843) Veeralakshmi curiously asked, "Jesus! Have you spoken to Him properly?" (843) In the course of their conversation about Jesus, Malleswari told her mother that she had taken for granted Jesus, and asked Him why didn't He give her the feet whereas, He has given eyes to the eyeless. She told her mother that Jesus replied, "You silly woman, I have given you the lap of a mother permanently. The mother's of others' carry them only for two or three years, whereas in your case you will ever be carried by your mother" (844). The words of Malleswari at that moment made Veeralakshmi understand the pain of disability being experienced by her daughter. Veeralakshmi thinks about the life of Malleswari after her death.

The very thought made her to take a fatal decision which will open the doors for her daughter's harmonious life with Solomonraju because the people of her clan will never allow her to marry Solomonraju. It shows Veeralakshmi's belief that Malliswari will be accepted by all the people in Peta unconditionally. The people of her caste called on a community counsel to address the issue and to separate them under the headship of a gentleman by name Venkatapathiraju. In the community counselling, she confronts many people there and she even dares to ask her

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community people that she will marry anyone, if any one comes forward to take her as a maid for the son of any man. One person with great feeling of caste by name Kodipandhelaraju, who often spends most of his time in gambling and cock-fights insults her mother, "Veeralakshmi, why don't you also select a Johnraju for you like your daughter because your husband has already abandoned you both? Hasn't he?" (842).

This insult affected both Malliswari and Veeralakshmi to a great extent consequently made them to rethink whether to continue the relationship with Solomonraju or not. Malliswari thinks, "Of course, it's wrong! Wrong to ask a thing that cannot be asked! It is wrong to ask, taking for granted that it is my mother, whom I have asked! Asking mother to take me to my lover wherever, he asked me to come is wrong" (841). She then tries to discontinue her relationship with Solomanraju, who is the only source of relief whenever she gets upset in her life other than her mother at home. She thinks it is a wrong act which made her mother to face such a disgusting remark by the nincompoop of the community. Malliswari's mother Veeralakshmi on the other hand thinks for her daughter's new life after her death. The narrator here says, "Veeralakshmi felt that the words like a knife was directly pierced her heart like that of a cock that hits the opposite cock with its sharp knife tied to its leg in the fight." (842) Veeralakshmi having got all these ideas as possible outcomes of her daughter's life, ends her life leaving a letter for her daughter in the Bible, which is kept under the pillow in which she writes her that Solomonraju can only be the person who can carry her for the rest of her life.

Venkatapathiraju is a prominent person, a gentleman among their community; no one dares to question him or contradict him in his presence. Venkatapathiraju promises Veeralakshmi that his two acres out of four acres of fertile land shall also be given for her, if Malliswari keeps their pride in being away from Solomonraju and marry a man from their own community. A brief silence prevails there, and then Malleswari replies to Venkatapathiraju, "Uncle! I will marry a person from our own community", (843) not only that but also she says, "I will marry in this community only, and also in this village itself, as these people of our community have gathered to address the issue. I will marry the son of any of these persons, if comes forward. However, the person may be, may be a drunkard, an illiterate, a philanderer, anyone! Even if the groom comes not for me but for the land you have promised to gift us! I am ready to marry the person". (843)

Listening to her words, all the Kshatrya persons over there have left the place silently one after the other. She even dares to ask that she is ready to marry Vikramavarma the son of Venkatapathiraju. Venkatapathiraju abashed at her remark. Veeralakshmi immediately slaps Malleswari and says, "How dare you to expect his life, don't you have control on your expectations! Uncle Venkatapathi is like God for us!" (843) the narrator remarks soon after the

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words spoken by Veeralakshmi against her daughter's choice of marrying the son of Venkatapathiraju as "It is nothing but sheer violence, the violence that hurts even the people of great violence like the violence that takes place at giving birth to a child by a woman". (843)

The Paster opens the Bible kept under the pillow, finds to his surprise a letter addressed to Malleswari. In the letter Veeralakshmi writes, "You are gold. You will be carried for the rest of your life by Solomonraju only. I will not send you with Solomonraju to his home as long as I am alive. I am therefore, going to live with Jesus, with lots of kisses....your mother." (846) With that letter mother goes to cemetery and daughter goes to Peta.

Satish chender concludes the story with the remark, talks about the need for unconditional love, affection and compassion towards fellow beings, as they are the real sources' of life not meanness and hatred toward people without reason but just for pride. All these qualities of life have been successfully addressed by him through the characters: Solomonraju and Veeralakshmi who show unconditional love and affection towards Malliswari. Venkatapathiraju though shows concern and humanity conducts the communal counsel for the issue. Kodipandhalaraju's disgusting remarks of Veeralakshmi shows how mean he is and also has full of community pride. Satish Chender advocates the contemporary social issue invoking the social responsibility of communal harmony and integrity, ended the story saying "the wrong of ethics has become the right of eternity" (846), reminding the axiom justice delayed but not denied.

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Molecular docking studies of chlorthalidone and Indapamide on Angiotensin-II

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ABSTRACT

A main target in the treatment of hypertension is the Angiotensin-converting enzyme (ACE). This enzyme is responsible for producing Angiotensin II, a potent vasoconstrictor. Therefore, one of the targets in the treatment of hypertension is to inhibit ACE activity. Prolonged increase in blood pressure condition increases the risk of heart attacks, heart failure, and stroke kidney failure. Inhibition of ACE by Angiotensin converting enzyme inhibitors results in the decreased of formation of Angiotensin II and decreased metabolism of bradykinin leading to systematic dilation of the arteries and veins and a decrease in arterial blood pressure. The molecular docking analysis indicates that the receptor of human ACE through an interaction with the chemical bonds. All this using computer-aided drug design, and studying the systems, with the proposed compounds, through molecular recognition process and compared with the compounds already on the market for hypertension.

Keywords: Chlorthalidone, Indapamide, Angiotensin converting enzyme and Hypertension.

1. INTRODUCTION

1.1. Chlorthalidone

Chlorthalidone (*RS*)-2-Chloro-5-(1hydroxy-3-oxo-2,3-dihydro-1*H*-isoindolyl) benzene-1-sulfonamide) is a diuretic (water pill) used as an antihypertensin drug. The chemical structure is shown in figure 1(a). Chlorthalidone is also known (trademarked) as Hygroton. It is the 2chlorinated derivative of the sulfonamide and also a Benzenesulfonamideand derivative of drug. It was developed in the early 1960s by the USA drug manufacturer. Chlorthalidone has a number of uses in medicine including in the treatment of congestive heart failure, edema, kidney, liver disease and lungs problem.

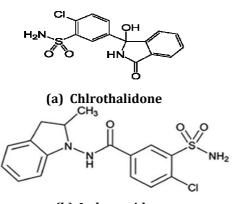
Chlorthalidone is available worldwide in many dosage forms, combinations, and under various brand names ^[1]. Chlorthalidone is very similar to hydrochlorothiazide. They contain a actylic ring system with an alkyl amine substituent on the central ring. Chlorthalidone was still the best agent for preventing combined cardiovascular events and heart failure [2]. Hypertension also down-regulate cerebral cortical β-adrenergic receptors and sensitize postsynaptic serotonergic receptors with chronic use. Antihvpertensin also block histamine-H₁ receptors, α_1 -adrenergic receptors and muscarinic receptors. The useful antihypertensive αadrenoceptors inhibitor drugs are α_1 adrenoceptors selective not blocking the α_2 adrenoceptors. The prior administration of a β adrenoceptors blocking drugs may also increase the fall in blood pressure associated with this first dose phenomenon. β- adrenoceptors blocking drugs are often used as first choice drugs for hypertension. It is important that care is taken is patient selection.

1.2. Indapamide

Indapamide4-chloro-N-(2-methyl-2,3dihydroindol-1-yl)-3-sulfamoyl benzamideis a diuretic (water pill) used as an antihypertensin drug. Indapamide is also known (trademarked) as Lozol. It was selected from a series of indoline and isoindoline derivatives of chlorosulfamoyl benzamide and also a sulphonamide derivative of Indapamide drug. It was developed in the early 1974s by the US and Japan drug manufacturer. Indapamide has a number of uses in medicine including in the treatment of congestive heart failure, edema. Indapamide is а Thiazide-like diuretic [3] used as an antihypertensin drug. It works by causing the kidneys to eliminate large amounts of water and salts. Indapamide is widely distributed throughout the body, with extensive binding to some specific sites. In blood, it is highly bound to red blood cells

Research Article

(80%) and, more specifically, to carbonic acid anhydrase (98%)without having any significant inhibiting activity on this enzyme. Indapamide or bendrofluazide alone, activation of the renin angiotensin system may have prevented a further fall in blood pressure. The present study has shown that Indapamide produced a significant but equivalent fall in blood pressure to that observed with Thiazide diuretics.



(b) Indapamide

Figure - 1: Molecular structure.

1.3. Computational details

Docking calculations were performed with version 1.5.2 of the program AutoDock ^[4]. It combines a rapid energy evaluation through precalculated grids of affinity potentials with a variety of search algorithms to find suitable binding positions for a ligand on a given macromolecule. Cygwin software is used to produce the protein-ligand complex. The PyMOL ^[5] software was used to view the protein-ligand complex. The structure of the LeuT was obtained from Brookhaven Protein Data Bank (PDB code: 4APH)^[6] from that, the protein was separated for the docking study. The ligand structure was prepared using the Chemdraw software and converted into pdb format. These files are used as the input files for docking analysis.

1.4. Angiotensin-II

It is already reported that, the drug Chlorthalidone and Indapamide is used as a potent inhibitor of Angiotensin (Ang-II). Angiotensin II is a vasoconstrictor that causes blood vessels to constrict thereby causing hypertension ^[7]. ACE is expressed in small pulmonary arteries are normal [8] However, during diabetes, obesity, hypertension the expression and activities of the enzyme increases in small pulmonary arteries. This led to the development of ACE inhibitors which show significant cardio protection through decreasing hypertension ^[9-11]. It is part of the renin angiotensin system (RAS), which is a major target for drugs that lower blood pressure. Angiotensin also stimulates the release of

aldosterone, another hormone, from the adrenal cortex (AC). Aldosterone promotes sodium retention (APSR) in the distal nephron, in the kidney, which also drives blood pressure up. Angiotensin I is further cleaved in the lungs by endothelial-bound angiotensin-converting enzyme (ACE) into angiotensin II, this angiotensin II plays a role of hormone and more vasoconstriction occurs in smooth muscles. Ultimately the heart tries to overcome this excess flow and vigorously works. This mechanism leads to high blood pressure. Hence the ACE inhibitors are the more point of attraction as a target in therapeutics. Various RAS inhibitors available in market directly block the angiotensin II receptor which develops the hypotension.

1.5. Optimization structure

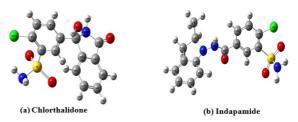


Figure - 2: Optimized structure of Chlorthalidone and Indapamide.

2. RESULTS AND DISCUSSION

2.1. Molecular docking analysis

The docking analysis predicted the lowest docked energy for Chlorthalidone and Indapamide the binding energy value is -9.86 and -8.44 Kcal/mol.

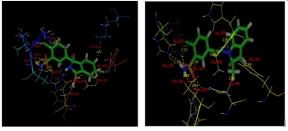
Table -	1:	Lowest	binding	energy	values	in
Kcal/mo	l					

Ranking	Binding energy			
	Chlorthalidone	Indapamide		
1	-9.86	-8.44		
2	-9.86	-8.44		
3	-9.86	-8.40		
4	-9.86	-8.37		
5	-9.86	-8.36		
6	-9.85	-8.34		
7	-9.85	-7.87		
8	-9.85	-7.56		
9	-9.29	-7.50		
10	-9.25	-7.33		

The calculated ten conformational energy values of Chlorthalidone and Indapamide in the active site of Ang-II are listed in table 1. The shortest interactions between the ligand and receptor are given in table 2.

Table - 2: Nearest neighbours and short contact distance (A°) of chlorthalidone and Indapamide
with amino acid residues of Ang-II active site

Chlorthalidone…Ang-II Amino acid residues and identifier	Distance	Indapamide…Ang-II amino acid residues and identifier	Distance
Cl(22) Val33	2.59	Cl(1) His 513	2.93
C(5)… Gln403	3.28	C(9)Phe 391	2.43
C(16) Phe570	2.58	C(13)His 381	2.81
C(17) Cys 118	2.61	C(15)Ala 356	2.20
0(8) Arg2	2.04	0(4)His 358	2.34
S(7) Arg522	2.21	S(2)His 513	3.11
N(10)Val3	2.93	O(5) Glu 348	2.84



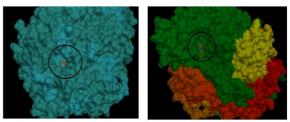
(a) Chlorthalidone-Ang-I (b) Indapamide-Ang-II

Figure - 3: complex showing some important intermolecular interactions.

2.2. Intermolecular Interaction

The chlorthalidone also bound at the inner end of the extracellular cavity in Ang-II. Figure 4(a) shows the binding cavity of the chlorthalidone in the Ang-II. The ligand has formed some hydrogen bonding and hydrophobic interactions with the nearest amino acids in active site; particularly, the halogen Cl (22) atom forms a strong interaction with the Val (33) at a distance 2.59Å. The C(15), C(16) and C(17) atoms form some strong hydrogen bonding interactions with the amino acid residues Glu403 and Phe570, Lys118 at 3.28, 2.58 and 2.61 Å respectively. Similarly the O(8), S(7) and N(10) atoms of the ligand form some strong hydrophobic interactions with the Arg2, 522 and Val3 at a distance of 2.04, 2.21 and 2.93 Å correspondingly (Table 2).

The Indapamide also bound at the inner end of the extracellular cavity in Ang-II. Figure 4(b) shows the binding cavity of the Indapamide in the Ang-II. The ligand has formed some hydrogen bonding and hydrophobic interactions with the nearest amino acids in active site; particularly, the halogen Cl(1) atom forms a strong interaction with the His 513 at a distance 2.93Å. The C(9), C(13) and C(15) atoms form some strong hydrogen bonding interactions with the amino acid residues Phe391 and His381, Ala356 at a distance 2.43, 2.81 and 2.20Å respectively. Similarly the O(4), S(2) and O(5) atoms of the ligand form some strong hydrophobic interactions with the His 358, 513 and Glu348 at a distance of 2.34, 3.11 and 2.84Å respectively (Table 2).



(a) Chlorthalidone-Ang-II(b) Indapamide-Ang-IIFigure - 4: Showing the binding cavity

netrical par Docked	rameters of forms of
Optimized	Docked
175.09	123.93
-159.32	130.94
-119.78	121.10
-61.39	-89.09
	Docked Optimized 175.09 -159.32 -119.78

2.3. Torsion angles (°)

2.3.1. Structural accepts

The geometrical parameters like bond lengths, bond angles and torsion angles of the chlorthalidone were calculated for drug before (Optimized) and after entering into the active site (Docked). The comparison tables of the geometrical parameters of chlorthalidone were listed in table 3. By viewing the structure of the ligand, we know it has double-ring system; from this it may assumed that the ligand is very rigid. It is reflected in comparison of the bond Length, bond angle, torsion angle. In the rings there are no much variations found. But some variations is found in the tail part of the ligand. At initial, the *trans* angles of the C(6)-C(1)-S(7)-O(8), C(6)-C(1)-S(7)-O(9) and C(6)-C(1)-S(7)-N(10) bonds are 175.09°, -159.32° and -119.78°; when the ligand enter into the active site the angles were reduced to 123.93°, 130.94° and 121.10° respectively. But in the C(2)-C(1)-S(7)-N(10)bond the *gauche* angle is increased from -61.39° to -89.09°. These variations explain the structural change of the ligand in the active site of protein.

Table - 4: Geometrical parameters ofOptimized and Docked forms of IndapamideTorsion angles (°)

Bonds	Optimized	Docked
C(21)-O(4)- S(2)-N(8)	175.37	-120.08
C(21)-O(5)- S(2)-N(8)	-124.82	-119.08
0(4)-S(2)- 0(5)-N(8)	152.90	117.86
C(8)-O(3)- N(6)-N(7)	-2.165	3.020

The geometrical parameters like bond Length, bond angle, torsion angle of the Indapamide were calculated for drug before (Optimized) and after entering into the active site (Docked). The comparison between the [Optimized and docked Indapamide] geometrical parameters of were listed in Table 4. Since the ligand has double-ring system; the ligand should be which very rigid is reflected in comparison of the bond lengths, bond angles and torsion angles. There is no Indapamide various observed in the ring system of the ligand. But some variations were found in the tail part of the ligand. At initial, the trans angles of the C(21)-O(4)-S(2)-N(8), C(21)-O(5)-S(2)-N(8) and O(4)-S(2)-O(5)-N(8) bonds are 175.37°, -124.82° and -152.90°; when the ligand enter into the active site the angles were reduced to 120.08°, -119.08° and 117.86° respectively. But in the C(18)-O(3)-N(6)-N(7)bond the *gauche* angle is increased from -2.165° to 3.020°. The change in these angles reveals that the docked ligand has rotation about its tail part, particularly the sulfonyl group only.

4. CONCLUSION

The docking analysis predicted the lowest docked energy for chlorthalidone and the binding energy value is -9.86Kcal/mol. The C(15), C(16) and C(17) atoms form some strong hydrogen bonding interactions with the amino acid residues

Glu403 and Phe570, Lys118 at 3.28, 2.58 and 2.61Å respectively. The docking analysis predicted the highest docked energy for Indapamide and the binding energy value is -8.44Kcal/mol. The C(9), C(13) and C(15) atoms form some strong hydrogen bonding interactions with the amino acid residues Phe391 and His381, Ala356 at a distance 2.43, 2.81 and 2.20 Å respectively. Chlorthalidone and Indapamide both molecules were docked with Ang-II effectively. Comparing the binding energy values, chlorthalidone has low binding energy value in the docking structure which reveals chlorthalidone interacts strongly with the ligand. This is also supported by number of hydrogen bonds interactions and the changes in the docked molecular structural parameters. Whereas, the Indapamide has more rigid in the docked structure and binded with high binding energy compare to chlorthalidone which reveals the Indapamide drug will go to active site very easily. Hence Indapamide drug will be more useful for fast remedy in reducing hypertension and chlorthalidone will be strong and effective in curing hypertension.

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"ENGLISH LANGUAGE TEACHING: A BLENDED APPROACH"

(A compendium of papers presented during One Day National Seminar sponsored by UGC – SERO, Hyderabad)

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PREFACE

The Department of English, SVA Govt. Degree & PG College (M), Srikalahasti, organized a **UGC-SERO sponsored** One Day National Seminar on "**ENGLISH LANGUAGE TEACHING: A BLENDED APPROACH**" on April, 19th, 2017. It was co-sponsored by IQAC & UGC wings of SVA GDC, Srikalahasti. The seminar has received overwhelming response from all over India with the submission of about 70 abstracts.

The present compendium includes research papers on different areas in ELT covered in the seminar which include - A Reformation in English Teaching in the Colleges , Blended Learning: An Additional Element to the Class Room, Motivation and Blended Learning: Key Ingredients in Facilitating Student Learning, Role of Blended Learning in Fulfilling the Needs of Modern Learner, Combining Face-to-Face and Online Education, Teaching English to the Students from Rural Areas, Feasibility of Incorporating Blended Learning in Undergraduate English, Essentiality of Real Time Collaboration and Communication between Teacher and Student so on and so forth.

This seminar is aimed at bringing together the scholarly professors and research scholars from different states to provide a common platform for sharing their ideas relevant to the topic. The organization of the present seminar has become possible with the financial support received from UGC-SERO, Hyderabad. On behalf of the organizing committee, I take this opportunity to thank the concerned authorities heartfully.

I am highly thankful to Dr.R.Saraswthy, Principal, Dr.R. Venu Gopal, Vice Principal, staff and students of SVA Govt. College (M), Srikalahasti and Dr. R.Devarajulu Reddy, Associate Professor of English, AITS, Tirupati for extending their moral support unconditionally in organizing the seminar.

I also extend my in depth gratitude to Prof.M.A.K.Sukumar, Prof.Emeritus & Former Rector, S.V.Univeristy,Tirupati, Prof. Y.S. Sharada, Head, Department of English, SPMVV, Tirupati, Dr.Ananda Reddy, Principal, PVKN Govt. College, Chittoor for accepting the invitation to be the guests in spite of their busy schedules.

I extend my sincere thanks to Prof. Shree Deepa, Sr. Faculty, Centre for English Language Studies, HCU, Hyderabad, Dr. K.Vijaya Babu, Associatie Professor, GDC(W) Autonomous, Guntur, Dr.K.Padmaja, Associate Professor, DKW GDC(w) Autonomous, SPSR Nellore, for accepting the invitation to be the speakers and moderators.

I also thank the delegates, professors and learned colleagues from different states for their active participation and presentation of their valuable papers, and the student volunteers of our college for extending their full support in providing touching hospitality to the delegates.

SRIKALAHASTI

Dr. MANDVYAPURAM PANKAJA

April, 19th, 2017

Organizing Secretary

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RESEARCH ARTICLE



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LANGUAGE THROUGH LITERATURE: FROM R.K NARAYAN'S WORKS

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Abstract: -

Accentuate the use of literature in developing language skills of listening, speaking, reading, and witting. The language areas such as vocabulary, grammar, pronunciation can be increased by the use of literature in an activity based manner like introducing short stories. There are so many benefits in different genres of literature in language studies and they were discussed. Traditional way of language study is a slow process, but is constructive in learning grammar and vocabulary. While teaching language through literature becomes an effective one on teacher's hand. My paper aims at teaching language through literature could be developed language skills among the students in the class room, particularly from The great Indian authentic writer R..K Narayan 's works like short stories, fictions.

Key Words: Literature, Language skills, Language areas, grammar, vocabulary

Introduction: -

The use of literature in teaching or learning language has many purposes and reasons. It is said that using literature in teaching is traditional method of language learning. However it is focused on functional use of language, literature has become less priority for language studies.. So, there are good reasons for using literature in language studies. The four macro skills (LSRW) develop in learning aa literature. But after activities and practices, the outcomes are effective. The process of learning words, phrases, sentences and grammar are done by listening, speaking, reading and writing by the help of literature and it serves its purposes of conveying ideas through language only.

Aim of study of literature: -

The aim of study is to make use of literature in language growth related to vocabulary, grammar and it can be achieved by making use of literature in a different experimental way.

There are several good methods of using language in a class room. Literature expands language interaction. it is rich in multiple layer of meaning. It good sources of un modified language. Literature is motivating, it is primarily holds many cultures.

Language through literature; literary texts are of a rich sources of linguistics input and helps the learner in grammatical structures and presenting new vocabulary. It helps the learners to enhance their basic skills like LSRW. The Effective use of language in a literature enhances the reader to engage their creativity. The types of literary texts prescribed in ELT classroom. poems, prose, novels and short stories . Generally it is important in a language class s conversation .Unless until the learners converse with their peer or teachers in the target language, students can't develop their communication skills. So, in that work a piece of literary work acts as a stimulus to generate response from the learners. Just titles of RobostFrost's poem, "Stopping by Woods on Snowy Evenings" a great deal of discussion can augmented with open-ended questions like:

- Have you ever experienced a snowy evening?
- What do you think the writer was doing in the woods?
- If ever given a chance, would you like be spend in the woods? What do you do there?

As it many more exciting tasks can be planned by it...Irma.K.Ghoshan points, "The excitement created by good story is also likely to generate much more pupils talk. than the often rather than artificial language texts.

Complications in teaching literature:

"Literature is quite devise word that Throw it through an open window into a room full of language teachers and most will drive behind the furniture, finger in their ears and looks of horror on their faces. A few, possible will great its arrival amongst them with a speak of delight and start playing with it like a favorite pet (Fitch)

Teaching literature is not a facile task because it needs in depth of knowledge in exploring the content and it is research like to communicate with the content written by the author.

R.K Narayan's literature:

Let me illustrate this by looking at the last pages of Narayan's best novel, The Guide (1965) we find Raju, the chief protagonist at the end of a lifetime of insincerity and pain. As a professional guide to Malguidi, he invented whole new historical pasts for bored tourists ; he seduced a married woman, drifted away from his old mother and friends. His last few months have been spent as a holy man on the banks of river; a role imposed on him by reverential village folk. But the river dries up after a drought and his devotees start looking to him to intercede with the gods Raju resentfully starts a fast, but furtively eats whatever little food he has saved. Then abruptly, out of a moment of self-digest, comes his resolution; for the first time in his life, he will do something with complete sincerity, and he will do it for others. He stops eating. News of his efforts goes around; devotees and sight seers, gathering at the riverside, create a religious occasion out of the fast. On the early morning of the eleventh day of fasting, a small crowd watches him quietly as he attempts to pray standing on the river bed and then staggers and dies, mumbling the enigmatic last words of the novel, "It's raining in the hills. I can feel it coming up under feet. my up my legs "Characteristically, Narayan does not make it clear whether Raju's penance does actually lead to rain. He also doesn't make much of Raju;s decision. The moment of his redemption. What R.K.Narayan achieves here, is a remarkable understanding of a Universal truth. It is - The words are of the English WiliamGerhardie. writer on Chekhov, but so appropriate for Narayan. "That sense of the temporary nature of our existence on this earth at all events Through which human beings, scenery and even the very shallowness of things, are transfigured with a sense of disquieting importance. It is a sense of temporary position in a temporary existence that, in the face of the unknown, we dare not over value. It is as if his people hastened to express their worthless individualities, since that is all they have, and were aghast that they should have so little in them to express; since the expression of it is all there is".

He is the Grand Old Man of Indian English fiction, and The Guide is undoubtedly his greatest work to date. It was the first work by an Indian English writer to win the SahityaAkademi Award. He has published numerous novels, five collections of short stories (A Horse and Two Goats, An Astrologer's Day, Lawley Road, Malgudi Days, and The Grandmother's Tale), two travel books Emerald

Challenges in teaching literature and language:

The teaching of literature is an arid business unless there is a response and even negative responses can create an interesting classroom situation. (Michel).the learner pays attention to the way that a language is used. Vocabulary grammar and stylist involves the meaningful analysis interpretation of the text the use of language is to persuade and even to promote the attitude and style. so a learner has more benefits while learning language through literature. On analyzing the use of prose and poetry in language studies.

Importance of prose and poetry in language:

When a student is asked to read a prose, they need to note down the new words and involves them in the learning of sentence structure and comprehension the language of poetry made up of deliberate unconscious, choices with in the finite systems available in a language and the students have an appreciation on reading poetry when they are reading the poem allowed in a class room. it improves listening and pronunciations skills. the poetry consists of contrast, created by the use of words and phrases the such as asking the student to rewrite the poem changing the meaning but not the structure, discussion of possible story behind the poem, reading aloud by all others in the class room makes a mark the change of pronunciation and rhythm.

Conclusion:

Different kinds of activities enable the literature to make effective for language studies. The pre-reading and post-reading activities help the learner to overcome the difficult vocabulary, style and language. The teacher has an important role in teaching English through literature. The determination of aim of teaching language is to elate the needs and expectations of learner. The teaching techniques and classroom activities help the effectiveness of the language learning through literature. The communicate intension of the students gets high while learning language through literature.

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RESEARCH ARTICLE



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Course Implementation in Learning English through Blended Learning:

Problems and Perspectives in Indian Environment

K. AMARNATHA REDDDY,

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Abstract:

Compare to developed countries like America, India has not upgraded its present young students to latest trends of learning, in particular English Language learning. Whatever may be the reasons like focusing their educational targets students prefer direct mode of learning, whereas, the trend is completely changing in the other side of the world. The reasons for disinterest in doing online courses or blended learning are believes, value of course, how to gain the knowledge, awareness, tech savvy, courses validity, lack of equipment, cost of internet services, less proficiency in English Language, the courses run by other than Indian portals, no free learning sources or open sources are not available. Initiations required in Indian environment for blended learning. How to get benefits from blended learning? How to take it to general people and challenges in implementation?

Keywords: upgraded, educational, equipment.

Blended learning can be defined as mixture of face to face learning and online learning. Student can get benefits of conventional mode of learning like course design by the teachers, time duration, direct interaction, clarification of doubts etc. Whereas in online learning platforms students and teachers share and experience online learning environments like online chat, share knowledge, expresses their opinions in blogs, ask questions, access learning resources. But it needs safe, secure online environment. There are so many digital resources like online videos, web pages, check tests your understanding levels, and quizzes etc. help student community to improve their performance.

In class room situation a student need to listen with utmost concentration. Listening is concerned a complex mode of learning where student has to keep his complete mental attention on the lecture. Once he lost his attention, the lecture may not be repeated, whereas in online learning he can listen and play videos many times.

By using Blended learning if you want to design a course to teach English you need to overcome so many obstacles. First of all teaching English language to the non- native speakers where English is as the second language we need to face more difficulties. In general they learn English language with the help of their mother tongue. In blended learning if you want learn English first you have to go from direct learning, after some proficiency you can learn better through online.

There are so many challenges in designing a course in English in blended learning and its implementations in Indian Environment.

First we need to focus on the mind set of students' parents. They are wasting hard earned money by joining their wards in corporate schools and colleges. They are not looking for alternatives to improve the skills of their kids like online education, diploma courses, and certifications. There are many ways to introduce blended learning depending on what technology and web access you have available in your classroom, and what kinds of technology and web access students have available at home, work, at their public library, community computing center, or elsewhere. Let's look at some scenarios of classes that have the least technology available and then look at those that have increasingly more opportunities. We can't cover all the possibilities, of course, but you may recognize scenarios that are reasonably close to your own situation. Indian government is still in primary stage in promoting online education. The sources available are not known to many, there is not widespread advertisement. In India most of the students have no exposure of computer operating, internet knowledge. Internet facility is a bit costly compare to developed countries. Not only students but also teachers are not comfortable with latest technology of online education. They too need extensive training in internet tools and course design.

There are four critical implementation issues that all require a solid initial plan and ongoing flexible adjustments during implementations: infrastructure, integration, professional development, and support. It is important to keep in mind that overall goal of a shift to blend learning is at its core about teaching, learning and design – and not about hardware and software.

Most of the courses run by different portals on English education are from American, British etc; to enroll we need to pay a big amount of money. To learn English through online with the help of any Indian language is impossible. Students have very less exposure through online courses. They do not know any ideas what type of courses are available to make their curriculum stronger. They believe only face to face learning and their certification is valid. Even in summer vacation crash courses like abacus, vedic mathematics, intensive grammar classes have been preferred by their parents, but not any online courses.

In Indian environment people expect everything with free of cost or with nominal cost. Some times when they find these portals they may not find any authenticity. There are no big schools, colleges or universities that promote online education. But we can see online education demand is growing more and more in America, Canada like countries.

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RESEARCH ARTICLE



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Techniques of Teaching English

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Abstract

This article analyses the techniques of teaching English and the process of LSRW skills and its various elements. These skills are helpful for the English language teaching which is intermingled with overall personality and employability through lessons and exercises related to important life skills. Students have to polish their interpersonal and employability skills and draw upon real-life situations. The English Language teachers must blend his/her teaching with the sub skills which will involve with warm-up activities that will activate the students mind to understand the content easily and bring out and sharpen their hidden language abilities. Learners have to work upon their language skills through constant practice, and explore and exploit everyday communication situations to reinforce what they have learnt. English language teaching is intermingled with overall personality and employability through lessons and exercises related to important life skills.

Key words: employability, interpersonal.

A technique is implementation- that which actually takes place in a classroom. It is a particular trick; stratagem or contrivance used to accomplish an immediate objective. Techniques are closely related to methods and approaches:

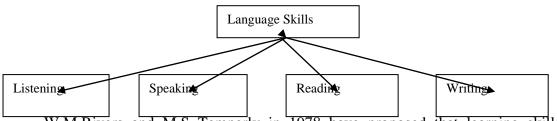
The objective in any language classroom is to get the learners to learn the target language and use it. This is done best when they are involved actively in the learning process. This in turn means that their interest must be sustained in classroom activity. The important point to remember is having a repertoire of techniques is by itself no guarantee of success; A teacher must know when to use which technique that is the judgment of a teacher should be fine – tuned to the needs of that particular class/group of learners.

Language has been divided into four main skills, (LSRW) namely:

Listening, Speaking,

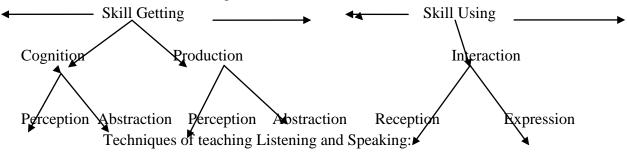
Reading

Writing



W.M.Rivers and M.S Temperly in 1978 have proposed that learning skills of a language falls into main categories, one complementing the other.

The activities in the class are inclined to fall into either the Skill-getting or Skill-using categories .The techniques we use in a classroom should not stop at the skill getting but should be extended to skill using activities.



Listening and Speaking are both closely interlinked they are two sides of the same coin.

Listening	Speaking
Identify sounds> Proc	duce meaningful sounds
Segment sounds into Product Meaningful groups	oduce sounds in meaningful chunks
Understand the	Produce language in syntactically acceptable pattern forms

Interpret stress rhythm	Produce language using proper
And intonation	stress rhythm and intonation

Idetify information/gist ____ convey information

Convey emotional/ ----- formulate appropriate Attitudinal tone response

Listening

A clear distinction must be made between Listening and hearing. When we listen, we pay conscious attention to what is being said. A good listener learns a language quicker and more efficiently. So it is very important to think of techniques which will enable the learners to listen better and more efficiently. The listening Skill works through three stages in a classroom activity.

Pre Listening

While Listening

After Listening

Pre listening: When we hear lectures as part of any course, we use our knowledge of the subject which helps to understand what we hear. Listening Simulates that real life situation through Pre-Listening discussion, this helps to call up the background knowledge and relevant language in preparation for what the lecture says.

While Listening: Any individual while listening to the lectures practices the skill of making notes. Combining Listening and writing makes the technique of Listening sharper and effective.

After Listening: First the individual analyze the language used by the lecturer. The task should focus on the Lecturer. The new blended techniques to improve Listening skills were:

- Completing a note Frame
- Filling in gaps in a text.
- Identifying main points.

<u>Speaking</u>

To become a more effective communicator is not simply a matter of practicing the spoken language; practice certainly helps, but the real improvements come from planning how to approach a speaking task and evaluating how well we spoke.

> Learning a foreign language requires access to comprehensible input.

In conversation difficult input may be made comprehensible through the mutual efforts of speaker and listener to make appropriate adjustments to the interaction. Skill in making such adjustments forms part of strategic competence in the language.

There are different dimensions of success on a communicative task. A learner's use of interactional strategies should be judged by their effectiveness in getting the message across, rather than by the accuracy of their form. Task recycling can play an important role in developing students' language and in their ability to notice they are using.

The individual gets experience in activities. This experience requires a flexible response under social pressure –a type that is often missing from the language classroom.

• Presentation Skills

- Class Seminars
- Discussion Skills

The class seminars require the students to take on more responsibility. The student gathers and organizes the materials and data for their presentation. Displaying, preparing visual aids for both the content and form of their presentation makes the student responsible the audience obviously select points for questions and discusses.

Techniques of teaching Reading and Writing

Reading	_ →	Writing
Learning to recognize sentences		Learning to form sequence of sentences
Understanding conventions used in the representation of language		Learning punctuation skills
Learning to chunk sentences into sense groups interpreting them.		Learning to write phrase/sentences
Understanding and interpreting discourse.		Produce written discourse

Reading

In reading the starting point is to give students insight into their existing strategies. By refining those strategies by exposing to the ideas of others the passive activity of reading can be motivated.

- Information
- Opinion –sharing activities.
- Set a target by timing

Before you read: Tasks to develop insight into the reading process, encourage,

Discussion and provide a reason for reading on.

Reading and interaction: Information and opinion –sharing activities to encourage intensive reading and develop top-down reading skills.

Text exploration: Activities to develop bottom –up skills, decoding a text starting from the meaning of words, to make the reader aware of the common discourse features of academic texts and strategies.

Application: Tasks to be designed to encourage the reader to apply the strategies, they are to be suitable for home work.

Hence reading must have some important clear purpose, Purposeful reading saves time. When we read for ourselves we should set our own purpose.

<u>Writing</u>

Writing is a very complex process involving the ability to construct a text that expresses the writer's ideas effectively. The more communicative exposure and practice you can get, the more you will support your progress in writing. The good approach to improve writing is through reading, reading widely in the area of our own interest. Explore the use of

information structure in a way to develop and present an argument, a comparison or a contrast. To get a feedback on a piece of writing before we present a final draft.

Writing is a form of problem-solving in which the writer is faced with two main tasks a) generating the ideas and b) composing these ideas into a written format, which could efficiently communicate the author's message. To generate the ideas we could promote the

- Brainstorming
- Visualizations
- Group work.

Writing ability is skill based, and like any ability it gets better with practice because it helps students to think about and how to express them. Hence it is very much important to encourage students to write even if nobody will read what they write. Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.

Conclusion:

Teaching and learning begins from the very early stage and continuous

throughout one's career. When we try to learn another language which is not our mother tongue we have to get it through many techniques through the mentor or by self assessing skills. The main technique here is the teacher have to use integrating skills in the language classroom. This can be definedquite simply as a series of activities or tasks which use any combination of four skills-LSRW-in a continuous and related sequence.

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RESEARCH ARTICLE



Traditional Vs Modern Approaches in English Teaching

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Abstract:

This paper throws the light on a comparative traditional approach or best known as critical approach which is a quite stereotypical one in teaching. Traditional method ignores students' interest on mental level and the subjects. In this paper, there is detailed discretion of traditional methodologies like grammar translation method, direct method, audio lingual method etc .It also focuses on how these traditional methods helped for the learners in past. It covers contest and rote memorization, instruction being unilateral. Whereas, modern methods are well advanced methods in teaching English which inculcate better knowledge with permanent learning skills .In the present methods of learning the language students will show lot of enthusiasm in learning language with movies, short films and other e-learning tools. It also shows the difference between traditional and modern methods of teaching and learning. This paper also mentions the the blended learning of approach which is quite appealing to the human mind for the language acquisition.

Key words: Traditional approach, Modern methods, Direct method, Blended learning, Language acquisition etc .

Introduction:

Methods of teaching English have been developed fast, especially in the previous four decades.

According to academic research experts, there is **not one single best method** in all contexts, and that no one teaching method is inherently superior to the others. Moreover, it may not be– or appropriate – to use the same method to the different learners who may have the heterogeneous backgrounds. An experienced professional language teacher always takes up the best practice that learner's specific objectives, learning style and context. As English teaching faculty one should understand the new methods of language teaching and be able to differentiate the below.

Approach, Method and Technique: Professor Edward Mason Anthony Jr developed a fitting approach to describe various language methods which comprised approach, method and technique .Method to be consistent, approach having set of principles and concept of technique implying actual implementation of language. The role of student and teacher has clarity in execution.

Approach, Design and Procedure: As Antony's three level fit as a base, Richards and Rogers's substituted design and procedure. Design referred to all practical implication and procedure referred to encumber of behavior, production and techniques. This method could cover the limitation of Anthony's whose framework intended to be purely descriptive.



Methodologies:

- (1) **Grammar Translation Method:** Sometimes it is also known as the Classical Method, this is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century. The focus of this time was on the translation of texts, grammar and rote learning of vocabulary. This teaching method is still common in many countries and institutions around the world. However, it does little to improve your ability to use the language for oral communication.
- (2) **Direct Method:** Direct Method also known as the 'oral' or 'natural' method. As an alternative to the traditional grammatical translation method. The focus is on good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis. The direct method provokes interest and enthusiasm today, but it requires small classes and high student motivation and in the artificial environment of a classroom. It is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone.
- (3) **The Audio lingual teaching Method:** This technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral. Based on

skinner's Behaviorism theory, it assumed that a human being can be trained using a **system of reinforcement.** Emphasis is on the acquisition of patterns in common everyday dialogue.

- (4) **The Silent Way:** This method categorized under the Humanistic Approaches, with this technique the teacher is supposed to be practically silent. This method is based on a problem-solving approach to learning, where by the students learning becomes autonomous and co-operative.
- (5) **Communicative Language Teaching**: It is now important to observe that the Communicative Method is in reality an umbrella term which is specific teaching methodology, and has now become the accepted 'standard' in English language teaching.
- (6) **The Humanistic Approaches to Learning** : An explosion of new and radical approach to learning a language came to light often grouped under the title Humanistic Approach due to their method of concentration, touching on the innate ability and capability that all learners are presumed to possess.
- (7) **Total Physical Response (TPR):** Developed by James Asher, this method draws on the basic principles of how young children learn their first language. This teaching method involves a wide range of physical activities and a lot of listening and comprehension, as well as an emphasis on **learning as fun** and stimulating. Total Physical Response has limitations, especially when teaching abstract language and tasks, but is widely considered to be effective for beginners and is still the standard approach for young learners.

MODERN METHODOLOGIES

Reasons Why Learning English with Movies and Film Works?

Perhaps, may be wondering if you can still *really* learn any English by watching movies. People may think that watching movies may be for fun purpose. Here are few reasons which can be believed that people can learn any language by watching movies.

Tips for Learning English through Film and Movies:

We need to choose a good movie on which we have lot of interest .When there is lot of interest on selected movie, our concentration will be on that only. So that we will remember all the dialogues and scenes which will fix in our minds. But we need to choose the based on your English levels. If it is for beginners we have choose animated movies which will use basic English structures as a basic level of English. Apart from this, one can use a good dictionary .So, when you hear a word you're interested in, check it up! Because you went through the trouble to understand it...you'll be able to remember that word for a long time too. While watching a



or "sure thing", or "you betcha!" that are commonly used in English. If you like how it sounds, it really helps to repeat it! After saying it out loud a while. If you take the film called Harry Porter where there are magic and chanting mantras you will come to know many lexical elements from the movie .As the movie is all about war between good and bad wizards. The expressions which are used by the actors will be recited more by the viewers.

ENGLISH FROM LISTENING SONGS:

Listening to the English songs will help us a lot to learn the expressions like rhythmic syntax, Lexical elements, Accent of the country, Phrases and clauses and idioms and phrases. It's important to listening in learning a language process .As listening to be a fun activity the teacher should not be serious nor boring . As an alternative, the teacher has to show a video clip which can be strongly recommend, as it will cater to more learners' needs in terms of learning styles (visual and audible).

JOIN THE CLUB:

Let's all go to the Conversation Club. These will help us a lot to learn the language. The key is to give them the majority of control, or at least as much as possible. Implications of pictures music or whatever you would like to discuss its going to be realistic. The following clubs can be started to have a wide range of discussion and depth of the language.

- Pronunciation clubs
- Reading clubs
- Movie clubs
- Acting Clubs

English through PPT:

As we all know that PPT helps us a lot in learning language. PowerPoint helps us to utilize images, audio and video which will have a great visual impact. These visual and audio can also be helpful to the presenter to be more improvisational and interactive with the audience. Through the different slides a person's imaginative skills can be improved. In the PPT we can keep images and video clips which will have lot of impact on the viewers.

The teaching methodologies are being changed from time to time as there are changes in learning process through technology. The old method of learning English is completely different from modern. For instance, once the grammar translation method was quite popular in the world but the learners of the language are not bothering about grammar rules now days. The present era learners of the language are more interested to learn the language through activities in the classes, language labs where there will more interesting soft wares are used .The frgramnetation pops up in computers helps the students automatically correct the grammar part without much caring for the grammar rules. People expect fun from language classes where they acquire language along with fun .For examples learning through short films and movies songs. The modern methods include role plays seminars through PPTs enacting on the stage and skits will help a lot for the learners because they have to keep their legs in the shoes of others .Finally,it can be concluded that blended approaches of traditional and modern help the students to procure

instant knowledge and modern methodologies help in generations of self motivation ,therefore language acquisition becomes easier.

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RESEARCH ARTICLE



Blended Learning: How to Balance the Blend of Online and Classroom Components

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Abstract

Despite teachers' unwillingness to the use of technology in education, blended learning has increased rapidly, driven by evidence of its advantages over either online or classroom teaching alone. However, blended learning courses are yet to maximize the benefits this format offers. Having interacted with the teachers using blended learning it is understood that classroom components are found to be more highly valued by teachers than those online. Most teachers use well-developed engagement strategies in their classroom teaching, compared to a minimal use of strategies online. Further, with one exception there is a lack of integration between online and classroom components. Blended learning will not fulfill its promise of better learning unless teachers can be encouraged to re-think and redesign courses that afford students more, and different learning experiences than those offered by either online or classroom alone. This paper adds some information about what teachers actually do in blended learning, and what are the advantages by using blended learning.

Key words: unwillingness, interacted, engagement, redesign.

Blended Learning

Blended learning has been described as a mode of teaching that eliminates time, place, and situational barriers ensuring high quality interactions between teachers and students. It reminds the practice of distance education that emphasizes flexibility of time, place, and pace of student learning. Research suggests that the student experience varies considerably and results in variable learning experiences, indicating a need to clarify how a blended approach can support learning. The role of faculty in successful blended or online learning has been noted in a number of studies. Mayes and Morrison find that, in addition to a well-managed program, it is important that teachers are both interested and competent in teaching in an online context.

Technology has increased the breadth and depth of access to education. This is significant because it has been a hallmark of western education that the collocation in time and space of teachers, students, and resources is the sine qua non of education. Changing from a classroom-only context to include a major online component requires adjustment for both teachers and students. The speedy adoption of educational technologies is evidence that new forms of teaching and learning are possible. However, shifts of this magnitude need major changes in approach from faculty and administrators in education, especially in higher education, where the lectures still dominate teaching practice.

Teacher Resistance to Technology

Despite the clear demonstration of the benefits of using technology in education, there continues to be a marked reluctance by academics to engage with online learning. It is found that teachers to be much less positive than their students about the learning benefits of an online learning component. Around 65% of faculty members are more afraid of teaching with technology than they are excited by the prospect.

Over the past 15 years several factors have been identified as discouraging academic staff from teaching in online environments, including inadequate support and training, time for developing online materials, fears of failure, and beliefs about the value of technology in education. Greener reports that "online, the teacher's status can easily be eroded, as learners can compare teacherdesigned resources with video lectures from across the world on similar topics and chat directly with experts in the field through their blogs." The potential for such comparisons inclined teachers to be reluctant to expose themselves to ridicule or unflattering comparisons.

A number of studies have found that beliefs about the usefulness and effectiveness of technology influence whether teachers integrate technology into their teaching. Teachers argue their reluctance to use technology as stemming from a concern for the educational well being of their students. For example, they claim that technology has no beneficial effect on learning and is even instrumental in maintaining students in a state of semi-disengagement. The same study has reported concern by teachers that technology could decrease student interaction and result in greater social isolation for the student.

Teachers who fail to recognize the benefits of online learning are less likely to create effective blended courses. A negative or indifferent student response to poorly designed online components in a blended course may reinforce the teacher's belief that such additions to the traditional classroom have little value.

Measuring Effective Blended Courses

There are a number of ways of judging the effectiveness of online and classroom teaching practices. One of the most common is measuring student learning. It is less common to evaluate a course against a set of pedagogical principles. An advantage of evaluating courses using recognized criteria is the removal of the third variable problem that comes into play when students' learning outcomes are used as measurement. A number of factors other than teaching effectiveness can influence student learning. Assessing online and classroom components directly against established criteria are a more direct measure of their quality.

Learning results from the quality of student engagement in learning experiences. It follows then that teaching practices that foster quality student engagement will result in more effective learning. Jeffrey, Milne, Suddaby, and Higgins have constructed from a comprehensive review of literature, a framework of student engagement strategies found to improve learning. Three major categories of student engagement strategies have been identified: getting student attention, maintaining engagement, and reengaging those who drift away or fail to engage. Most of these strategies are applicable both online and in the classroom, which makes them suitable to measuring blended learning practices. These strategies are described below.

Getting Students Engaged:

Capturing student attention at the start of the course is must be achieved before effective learning can take place. Two major types of strategies were identified as being important:

1. *Primers for getting student attention*: Curiosity, relevance.

The literature identifies two possible approaches, *curiosity* and *relevance*. Curiosity is experienced as a result of awareness of a knowledge gap, which creates the motivation to find the answer. A topic that has personal relevance to a student stimulates an optimal level of arousal for learning.

2. *Social presence and belonging*: Teacher enthusiasm, immediacy and an inclusive environment.

Students are less likely to feel alienated and more likely to become engaged when they feel a sense of belonging to their class and subject discipline. Teachers play an important role in social presence. This is particularly true of online environments which can be more impersonal students. A sense of teacher immediacy is important to students.

Maintaining Engagement:

Maintaining student engagement through the course requires four strategies:

1. Clear content structure

At the start of a new course, students expect a clear course outline that includes the content structure and other organizational features.

2. Clear, unambiguous instructions and guidelines in assessment

The high levels of anxiety that students typically feel about this aspect of the learning process can be alleviated by clear guidelines.

3. Challenging, authentic tasks

Challenging tasks encourage the student work to the limits of their ability. Learning results from effort: The greater the effort, the greater the sense of achievement and motivation. Students are also motivated by activities that reflect those in 'real world'.

4. Timely, elaborated feedback

The evidence strongly suggests that in most circumstances feedback that is immediate and specific results in better learning.

Re-engaging Students:

In most courses a proportion of students will delay or fail to engage at the start of the course, or stop engaging during the semester, usually at key points such as assessment. The literature identifies two critical strategies for re-capturing the engagement of these students.

1. Monitoring and early identification

Monitoring students to identify students in danger of disengaging or those who have failed to engage is important to recovering these students.

2. Personal contact and negotiated conditions for re-engagement

The most effective strategy for re-engaging students is personal contact by the teacher. Such contact works best when the teacher works with the student to provide help and support.

These engagement strategies have provided a framework for interviewing teachers about their teaching practice in a blended course, and for evaluating the effectiveness of such practices.

Advantages and Disadvantages of Online versus Classroom Teaching

Teachers' decisions to use online or classroom components have both advantages and disadvantages. All teachers agree that both classroom and online teaching offer benefits to learning. As is known, the online environment does not suffer the time and space limitations of a classroom. It is also regarded as an excellent mechanism for rapidly contacting all students. The great thing about it is that you can put stuff online that students can access from any time anywhere. However, teachers also have reservations. Several teachers describe themselves as 'old fashioned' which usually preface a statement about their personal preference for classroom teaching. For them it is not that easy to blend classroom teaching with online.

Conclusions

The emergence of blended learning is a major trend in tertiary education. This trend is being fueled by the accumulation of evidence that points to the efficacy of a blended approach over either online or classroom alone. However, there is a danger that blended learning courses will fall far short of the potential if teachers do not change their attitudes and practices to developing blended experiences. In the main, teachers neither fully exploit the opportunities offered by online contexts nor integrate the two modes to make their courses coherent for their students. Majority teachers seem to view online technologies as being mainly for access and information

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delivery efficiency rather than to support students' learning experiences.

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RESEARCH ARTICLE



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BLENDED LEARNING: AN INTEGRATION OF TECHNOLOGY WITH FACE-TO FACE INSTRUCTION IN ENGLISH LANGUAGE TEACHING: A STUDY

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Abstract

Many methods and approaches have been adopted to teach English language effectively. Blended Learning (BL) approach is one such. BL approach refers to a mix of face-to-face and online instruction. Different authors and have defined the term in different ways. No consensus has arrived yet. Many authors have conducted several experiments to study the impact of this new culture of learning. Flipped approach to ELT is envisaged as an effective tool to teach English language. In this approach, teachers become learners themselves first and form online communities and discussions are conducted virtually. The results are shared among themselves. Those experiences are mixed with the face-to-face teaching in the classroom. Thus, it paves the way for the development of both the teachers and students as well. In this approach, reading circles are constituted with students and it has been proved that better communication skills and leadership qualities are improved among learners. BL approach has also has some limitations of being expensive, difficulty in managing the online communities, time constraint etc., which need to be addressed for the effective pursuit of this approach.

Introduction

Teaching of English needs to be adopted with a methodology to improve the learning levels of the students as well as the efficiency of the teachers in delivering their tasks in English Language Teaching (ELT) to the students. For the effective discharging as language teachers, of their functions they have to take into account the means of teaching and also the issues which are supposed to crop up while executing their avowed tasks. The teachers have to bear in mind such basic and vital ideas. What to teach? Whom to teach? How to teach? What are the aims of teaching English? Such an interrogation necessitates the teachers to take several drives such as to animate the aptitude among the students, to make the learners to go for continual practice, to ignite their interest. This requires that teachers should take the learners from easier to the next levels of difficulty in teaching English. The teachers should be cognizant of principles of speech before writing developing habits of language learning, and cultural background of the students. According to Robert Lado, the cultural approach principle if of "great importance as it means the understanding of language in terms of indigenous meaning" (qtd.in Tamura, 170).ELT has acquired global attention and many methods and approaches have been employed for the persuasive imparting of English language. Among the various approaches to ELT in vogue, Blended Learning (BL) approach has reached the dimensions of a jargon in corporate as well as academic spheres in recent years. This paper intends to study the impact if BL approach to ELT.

No Definitive Definition of Blended Learning

According to Wikipedia, 'Blended Learning' (BL) is an education program which combines online digital communication with the traditional

classroom methods. Physical presence of both teacher and student with face-to-face instructional practices coupled with computer assisted activities are required in this blended learning. It is context-based and hence it is hard to formulate a universally accepted definition of blended learning. It is sometimes called 'personalized learning' and 'differentiated instruction'. When the term BL was first conceived and used in a press release, it was used in a vague sense connoting the application of a wide variety of technologies and pedagogical methods in irregular compositions. With the publication of the "Handbook of Blended Learning" by Bonk and Graham in 2006, the term was considered to be a substantial approach to language teaching, combining face-to-face instruction with computer technology. BL in its general form, defined by Norm Friesen, as an "approach which designates the range of possibilities presented by combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students

To comprehend the meaning of the term 'Blended Learning', one needs to know how the concept has come into existence. It was first used in corporate training, then used in higher education and at last, employed in language teaching and language learning. The term BL generally symbolizes all that is mixed and it indicates that "all learning is blended learning " nowadays. It loosely draws in a number of different pedagogical strategies. Though the term has been in usage extensively, it's difficult to arrive at a definition of what concrete actually constitutes BL in ELT. No agreement has been reached about its delineation and denotation yet. It's still a point of mooting among the academic circles. Elliott Masie declares that , "- - - blended learning has always been a major part of the landscape of training ,learning and instruction"(Bonk and Graham 2006: 22). Claire Whittaker avers that "Blended Learning signifies the inclusion of computer technology providing online or offline activities and materials in the mix rather than implying this is a wholly new approach to teaching and learnin (11).

Many authors have propounded different assumptions referring to the BL as 'hybrid or mixed learning', 'e-learning' or 'blearning' etc. However, those divergent terms can be viewed as equivalent and BLin ELT, more often than not, is used to relate any blend of face-to-face teaching with online/offline activities and materials. According to Neumeier, BL in ELT is 'a combination of face-to-face (FtF) and Computer Assisted Learning (CAL) in a single teaching and learning environment' (164). Another author. Stracke advances a similar idea when she defines BL in ELT as a combination of face-to face (f2f) and Computer Assisted Language Learning (CALL). With a slight modification to the above ideas, Sharma and Barrat opine that "Blended Learning refers to a language course which combines face-to face (F2F) classroom component with an appropriate use of technology"(7).

The Exigency of Blended Learning

It has been proved that high levels of learning have been accomplished by espousing BL approach in language teaching than the traditional face-to-face mode of learning. The mix of digital device with the usual methods of language learning and teaching result in the win-win situation where the students can work out their own ideas freely and the teachers may support the students individually by bestowing their attention on each student's learning levels. communication Fusing of internet technology with the conventional classroom situation may accrue in levels among the improved learning students. Moreover, BL approach is cost-effective. The exponents of BL argue that this approach makes the data collection, designing the course of teaching,

and the appraisal of the learning levels easy. This approach will also cater opportunities to the students with special talents to accelerate their skills. It allows the students to work at their own rate and thus paves the way for the actualization of learning. It motivates the learners for more autonomy, self-direction and sufficiency in learning. Many case studies have implied that BL approach has brought about the richness in education, augmented the means to acquire knowledge, 'social interaction', lending a right to choose and control the practical ways of virtual learning. As Claire Whittacker feels, "Improved pedagogy is often cited as a reason for implementing a blended learning approach, yet most authors do not expand on the subject"(14). The above words imply that BL affix more bearing rather than turning into a mere supplement .The improved pedagogy in blended learning also connotes that, along with the integration of the best of the traditional classroom instructional practices with the advantages of technology, it also

leads to better end results in learning. This is what is affirmed by the advocates of this approach like Sharma and Barrat, when they say,

"We will assume that you have decided to incorporate technology into a language course for a pedagogical reason, and by doing so, you are adding value to the teaching" (14). They also firmly believe that the advantages of this approach like cost, convenience, control of one's own pace and time of learning have engaged the attention of the corporate business world, are also apposite to language teaching and learning. This approach makes up the students to feel confident driving different segments of technology and growing a strong sense of independence. BL advocates the concept of ' virtual café ' of learning, where virtual learning connects the teachers and students without being physically present, through which an online community is formed and the deliberations which are generated in such forums come a long way to serve the students to whet their skills. According to BL programs J.Hartman et al, are "facilitating student learning. communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for students, assessing progress fairly".

Flipped Approach for Teacher

Development in Blended Learning

There are various methods and approaches through which the BL is grounded. One such an approach is the "Flipped Approach", which is based on the teacher development. It gears the teachers up to acquaint themselves with more practical aspects of mixing the online component with the faceto-face element. This approach galvanizes the teachers to read, evaluate and assess the materials accessed online and examine the congruity of such resource by applying them to their context. It also lets the teachers to share their own deliberations with peers. This approaches endeavors to cultivate a more broad and analytical way to BL. It intends to develop a sound information management and knowledge sharing strategies. The online tools such as RSS (Really Simple Syndication) readers, Social bookmarking, and Micro-blogging platforms facilitate are used to sharing of information." Nik Peachey, a freelance

writer and teacher trainer and a specialist in the field of digital technologies for ELT, has designed a course for practicing classroom teachers. The name, "Flipped Approach" aims at developing the levels understanding of the potential of BL in improving ELT skills. The course is designed in three parts. It offers the teachers to get equipped with better language learning and teaching skills. The socially interactive nature of it promotes "The connectivist aspects of peer-to-peer learning within the online community". This approach provides the teachers of ELT with an aspect of factual learning. This approach allows the teachers to know the kind of issues, the learners come across and also the procedure to be adopted to brave any barriers to learn. This approach lets the teachers to develop a deeper awareness and discernment and empowers them to support the learners to cultivate their own course of learning. This approach induces learner's autonomy with a fair amount of rational competency among the learners. The blended approach develops the learning tasks which give scope for the teachers to investigate the elements of using technology appropriate to various contexts like reading, viewing and examining various kinds of web-based means so as to capacitate the learners. This approach accedes the teachers

to have an opportunity to interact with their competers in online forums, which qualify the teachers to envisage noticeable effects and also to summarize such deliberations.

Secondly, the teachers are benefited to such an extent that they focus their attention to develop means to use technology and sharing the context and also to explore the possibilities to apply this technical knowledge different in contexts of interaction among the students. In this method the teachers can develop their own teaching learning materials with digital support and improve their technical skills and that way enhance their pedagogical perception. Thirdly, the assignments the teachers take up in this approach encourage them to meditate upon the possibilities of applying the BL material while formulating their own methods of ELT. As the name suggests, the role of the teacher is reverted back as he remains an observer, offering support to the learners in performing their academic work and offering feedback. This approach moves the teachers more towards the practical application of language learning and theoretical exploration of the background. As Woodward puts it, this approach is, "a style of experiential teacher training process that involves an alignment of process and content of learning" (qtd. in Whittaker, 69). It aims at fostering the insight about BL approaches based around context and the methodology of execution of it. Above all, this approach supplies the teachers with such genuine acquaintances akin to those their students will have as learners. As Peachey outlines it, "This genuine experience of learning through an online medium and all the issues that emerge through it helps teachers to understand the strengths and limitations of the medium in a way that could be achieved in the face-to-face classroom alone"

(Whittaker 69). Thus, the participants will have a strong understanding of the background issues, technical skills and experiences that amplify the efficiency of face-to-face element of the course.

Blended Learning and Reading Circles

During the 20th century, the reading circles which include book clubs, literary circles etc. were formed in North America. It was Harvey Davies et al. who used these reading circles to assay the literary circles in Chicago schools in 1990s. Reading circles are amusing and they are unique as they offer good practice in reading. Students are formed into small groups and given the task of discussion and reading. In these circles, each student in each group is assigned one or the other kind of role. Here the teacher's role is limited to see if the tasks assigned to the groups are appropriate or not. The groups have every liberty to choose the text and reading materials. In this approach, teacher's observation. student's selfevaluation coupled with fun of learning the language are assured. In the traditional faceto-face interaction. communication takes place among the members of the circle only. But in the BL approach, the reach of the discussions of the reading circles and communication go beyond the circles. It allows different means of communication over the internet in a virtual setting outside the classroom. In addition, the modern digital technology allows the members of the circles to add comments collectively or individually and share information easily. This approach provides the learners opportunities to concentrate on their work and to participate in the social learning and also supports those who practice this new culture of learning. The factors of motivation, problem-solving ability and the autonomy of learning render it "an information-rich ecosystem". BL. А approach to reading circles concedes the learners to accomplish the tasks

successfully. Along with student autonomy, it also props up the spirit of community participation and allows the students to create something real.

Limitations to Blended Learning

BL depends more on the technical sources and devices for its effective execution of ELT. The digital devices need to be unfailing, easy to do, to be up to date and they should have a constructive effect on the teaching and learning process. However, lack of digital literacy among the students becomes a critical obstruction to the learners who want to utilize the online course materials and the availability of genuine technical support. On the other hand, managing a virtual group is a challenging task. In addition, the teachers are supposed to play a vital role as much as they do in the traditional face-to-face approach. Furnishing a productive feedback is more time consuming and as a result, while assessing, it becomes a costly affair when compared with normal classroom teaching. Another issue that hinders is the means of approach to systems. It is found that many learners are unable to have access to internet in the classroom. While introducing the BL strategies into pedagogy, these issues need to be addressed.

Conclusion

The BL approach and the traditional face-to-face instruction complement each other. Both the digital and face-to-face teaching are advantageous to the learners in the same ways. The materials acquired online and deliberations conducted online are similar to the usual classroom time and both come in a long way to enrich the handon experience to the learners of ELT. The dynamics practiced in this approach motivate the learners to acquire good community leadership qualities, participation. This BL approach puts language learning practice on strong basis. It would lead to 'better action-based learning outcomes'. This enables the learners to employ their efficiency to find materials, make interesting discussions, and enhance social networking and meaningful communication. To conclude in the words of Schoonmaker, "it's a cognitive medium and shareable product where students can touch and manipulate the text, in any way, to learn anything" (14).

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RESEARCH ARTICLE



BLENDED LEARNING: CHALLENGES IN INDIAN COLLEGE CLASSROOMS

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Abstract

Blended Learning is one of the top trends being emerged in the knowledge delivery production of the century. It is a technology-enabled pedagogy and refers to a model of teaching and learning environment where there is a mixing of different types of traditional and technical versions. With the teacher in the class taking the place of a facilitator, the learner is offered the scope of getting involved actively in the learning process.

The term is thought of by many as 'high-tech or web-based' while many equate it with online learning, all digital, all the time. It is about more than technology. In reality, it is a balance between digital and classroom learning. It is a pathway to student-centered learning.

My paper, after a brief introduction and history, advances to examine the necessity of Blended Learning in English Language in the present global scenario, its existing models and proceeds with the issues and challenges faced when blending. Then the paper concludes with an observation on the future of this learning trend in an average Indian college or university.

The term 'Blended Learning' (BL) has become an argot in modern parlance of teaching and learning, in both the corporate sector and the academic or Higher Education settings, globally. It is a hybrid format and mixes the synchronous and asynchronous learning environments. It offers a huge potential to learn and to teach more effectively.

BL initiative has been taken by many universities abroad in now. From the days that the first distance education mode started in 1840s, there had been many technological advancements in teaching and learning: the mini-computer and the mainframe training of the 1960s and '70s that paved the way for modern computer-based learning, the Stanford University Interactive Network that was a predecessor to video conferencing, the 1980s and '90s CD-ROM network and Learning Management Systems (LMS) and tracking learner progress online are all the precursors of the final 1998 First Generation of Web-Based Instruction. BL has seen rapid changes in the past two decades, beginning in 1998 with the first generation of web-based instruction.

These are the days where information is at our fingertips. Exploring new ideas, communicating with others around the countries to discuss things of interest has become the norm of a prospective student's life. Mere teaching of text book content is not sufficient to face the global demands. It needs more than this and demands a distributed environment to come to terms with the competitive world. If the class doesn't help them to engage in learning through the vast amount of resources online, the classroom becomes irrelevant. Teachers need to focus on human interactions. It is here that the ELT takes precedence, as English is the *lingua franca*.

The increasing focus on facilitating human interactions in the form of computer-supported collaboration, virtual communities, instant messaging and blogging has a huge impact on the possibilities of learning English in a distributed environment. Hence the instructional territory that was possible only in a face-to-face(F2F) environment has encroached into computer-mediated learning(CML) environment.

With this background, the complexity of English teaching can be eased by a blended approach. Online learning tools alleviate many of the drawbacks in teaching and allow the teacher to focus on developing relationship with the students and facilitate independent learning. It is very important to note that despite the online resources, none can undermine the value of a teacher; she/he can never be replaced, but by these resources, her/his work can be made easier in giving a wide and varied subject output to the students.

BL is more feasible way of learning when the students are learning in a distance mode or informal learning. It increases the options for greater quality and quantity of human interaction in a learning environment. Blending provides to the learners a balance between flexible learning options and the high-touch human interactive experience. Learner flexibility and convenience are of growing importance as more mature learners with other commitments such as family and work seek additional education. They want the convenience offered by distributed environment yet do not lose the social interaction and the human touch they are used to have in a F2F

classroom. BL offers them to be *both together and apart*, providing a merge of technologies and interactions, resulting in a socially supported, constructive learning experience.

Having talked at length about the need for BL in the current trend English learning scenario, the next step is to analyze the levels or models of blending. There are four levels at which BL can be done: i) Activity Level, ii) Course Level, iii) Program Level and iv) Institution Level.

Activity Level of blending involves learning activities on a large-scale, where the mixed reality technologies combine the real and the virtual elements. To make the learning more authentic this level of blending brings an expert at a distance into the classroom, creating a simultaneous F2F and computer mediated experience. Hence it is of use for English Language training among the staff in communication skills to be incorporated in a corporate company with franchises spread across. Course Level is the most commonly used blending level. This involves learners in different activities to have a F2F and CML either overlapping or in a sequence chronological way. Most of the universities in Canada and the USA follow this.

Program Level of blending is also applied in Higher Education where blend entails one of the two models: either a learner can choose a mix between F2F and online courses or one in which the combination between the two is prescribed by the program itself. Japan universities have certain F2F courses that are required for a program and the rest can be taken at a distance. Institution Level is observed in many corporations as well as institutions of Higher Learning. IBM and Sun Microsoft are examples in corporate sector while the University of Phoenix is one of the first among the Higher Education arena to incorporate this. In this type, the students have F2F classes at the beginning and at the end of the course with online activities in between.

AICTE in India considers various parameters in deciding a course pattern of learning, such as whether it ought to be a F2F, an online or blended by analyzing the competences at stake, the location of the learners and the resources available. After cross-analyzing, the course-designer decides which parts are to be F2F and which are online. A basic example of this is a course of English as a second language where the instructor reaches the conclusion that all audio-based activities (listening comprehension, oral expression) will take place in the classroom where all text-based activities will take place online (reading comprehension, essays writing). This is a relatively new concept in Indian context, and requires time for both the teacher and a real learner to adapt to this method.

Online learning tools can alleviate many of the burdens of teaching enabling the teacher to focus on developing relationships with her/his students and facilitate their independent learning. A teacher can never be replaced, but her/his task can be made easier in preparing the wards for real life, by this approach. Her/his role is critical now as it requires a transformation process to that of facilitator. A typical example of blended learning methodology would be a combination of technology-materials and F2F sessions to present the content.

In this transformation phase, the teacher can begin a course with a well-structured introductory lesson in the classroom, which is a familiar teaching methodology, and then proceed with followup materials online. This allows her to be tension-free by the time she shifts over to the part of online methodology. BL can also be applied to the integration of e-learning with a LMS using computers in a physical classroom, along with F2F instruction. Guidance is suggested early in the process, and, to be used more sparingly as learners gain expertise.

The mix of online and in-class learning, which we call BL, is considered by Prof. Clayton Christenson of Harvard Business School as *a way to break away from the trade-offs mentality* in his Foreword of the book *Blended: Using Disruptive Innovation to Improve Schools*. If applied in a right perspective, BL breaks through the barriers of time, place and pace, provides benefits of the old, besides new like access and cost control. But the challenge lying ahead for educators is the means of capturing these benefits.

First, it is to be noted that BL is a pathway to student-centered learning, but not learning itself. It is not a guaranteed success. With more advertisements in the field of education on "e-learning", many colleges have crammed computers into their laboratories, spending lakhs of rupees, with little to show substantially out of it. Parents are allured at the 'glamour' of 'computer education' and join their children in such colleges. It is not unusual to see colleges in villages having adopted computer technology, only to see cost rise but student achievement decline and the parent-purse squeeze.

To be on par with such colleges, the Government has taken initiative to provide computers to its colleges. How many of these are being used for blended approach of imparting education in the colleges is a big question to ponder. Another obvious mistake is failing to bring the right people to the table to lead the effort. Due to this the teachers are struck with tasks beyond their reach. There is also observed too much bureaucratic oversight. Colleges in a country like India where this type of learning is in its nascent stage has to thoroughly locate the right professionals and match the right type of team to the scope of the problem.

Teachers are a crucial part of the student experience. The awaited magic happens by designing teacher experiences and ensuring them to have opportunities to achieve, receive recognition and exercise responsibility such as extending the reach of great teachers, assigning them specialized responsibilities, employing team-teaching, awarding micro-credentials for achievement, and granting them increased authority.

It is only after this that the technology and devices finally enter the equation, with the objective of designing the virtual and physical setup to align with the desired student-teacher ratio. Care has to be taken in selecting the content and software. The teams should think through the physical environment in which the students learn. Finally whether the content and the software must be built by the institution on its own or use one or multiple outside providers, or adopt a facilitated-network solution by creating a platform that integrates modular content from a variety

of sources, is to be decided. Then the devices- type and number- to match the student and teacher practices is to be considered.

However, there is some caution about the value of e-Learning and the virtual world. To put it simply: e-Learning works when one knows WHEN and WHY to use it. Not because BL is the trend of the day. Bottom line, it helps an institution or organization to meet its goals. Technology has to change the way people learn English, but it can't supersede the content of learning. If this valuable fact is recognized, the students of BL in our colleges scale to global heights unhampered. This figure depicts the blending of TL and CML in the past, present and future.

Traditional versus Computer-mediated Learning: <u>Development of BL</u>

Traditional Learning(TL) Computer-mediated Learning(CML)

Past

Present

Future

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RESEARCH ARTICLE



Blended Learning: An Institutional Approach

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Abstract:

Blended learning is considered as one of the good practices of learning. In other **words, the use of blended learning** as a delivery method can make manifest two of **Chickering and Gamson's** (1987) Seven Principles, which are "encourage students to engage **in active learning' and ''encourage contact** between students and faculty." The use of blended **learning can also potentially elicit** another good practice principle, which is to give prompt feedback, **as blended** learning usually involves online interaction, which can facilitate feedback. However, whether prompt feedback occurs depends on how frequently the instructors and students use the relevant online platform. Blended learning enhances student learning outcomes, greater flexibility for students and teachers, improves autonomy, reflection and research skills, reduces student withdrawal rate, ability to foster a professional learning environment.

Enhancing student learning experiences has become more important in higher education since the mid 1990s due to increased student enrollment and diversification. Blended learning is usually viewed as a combination of face-to-face and online delivery methods, with the aim of each complementing the other. Such an approach should, therefore, influence students' perceptions of the learning environment and subsequently, their study approach and learning outcomes. It is thus expected that there is a significant relationship between blended learning, student learning experiences, and ultimate achievement.

In the implementation of blended learning, both the students and institutions have to face certain challenges such as unrealistic student expectations, student-perceives isolation, technological problems for students, technological problems for institutions, lack of support for course redesign, difficulty in acquiring new teaching and technology skills etc..

To overcome such challenges, the institutions must be realistic about the investment of time, effort and resources. They must create the necessary policy, planning, resources, scheduling and support systems to ensure that blended learning initiatives are successful. It is also important to provide technology training and support for the students as well as professional development for the academics who will be using blended learning. Blended learning enhances students' learning experiences by creating opportunities for them to improve their understanding through their own exploration.

In order to develop blended learning successfully, institutional support is vital. Universities must be prepared to invest time and resources in developing and maintaining a Successful blended learning environment. A substantial time commitment is needed at the startup phase and for continued maintenance throughout. Although technology is important, the most important element for successful development of blended learning is an understanding of the learners' preferred learning methods and the types of support they require.

Key words : Blended learning, reflection and research skills, institutional approach, student learning experiences and technology training.

INTRODUCTION:

The aim of this paper is to examine the benefits that blended learning provides to students' learning experiences via an institutional approach, focusing on the case of a single institution, Nottingham Trent University (NTU) in the United Kingdom. The application of blended learning for undergraduate and postgraduate programs at NTU and the students' experiences of using blended learning have been evaluated. The benefits of using blended learning for enhancing students' learning experiences, success factors for developing blended learning modules, and students' perceptions of and attitudes toward blended learning have also been identified. In addition, the similarities differences and between academics' and students' views on blended learning have been discussed. These iscussions form the basis of recommendations for the development of learning and teaching practices and approaches that will potentially enhance students' learning experiences. Finally, recommendations for future research have been detailed.

The approach presented in this paper was based on practices at NTU. The University published an updated strategic plan in 2010 that outlined the University's intention to enhance the students' learning experiences and included teaching and learning strategies as part of this plan (NTU, 2010). One of the strategies mentioned in the plan was to include the use of blended learning as a delivery method. NTU's approach to blended learning involved utilizing a combination of traditional face-to-face and

online instruction. In blended learning courses, the learning materials were mainly delivered through face-to-face interaction, but they were also available via a robust learning management system (LMS) in order to provide support and enhance afterclass, online interactions for instructorstudent and student-student communication. In this paper, the author reports on the research findings of a project titled "An Evaluation of Good Practice in Blended Learning: An Examination of Student and Tutor Perspectives across Nottingham Trent University," which was funded by NTU's Scholarship Projects for Undergraduate Researchers (SPUR) program. SPUR is an initiative of the NTU Working Party for Research-Informed Teaching, which aims to enhance the linkage between teaching and learning. The author was the leader of this project, the aim of which was to identify good practice in blended learning as a deliberate part of the learning and teaching approach in programs at the University.

A Review:

Substantial literature has evaluated blended learning from academics' or developers' points of view. Banks (2001) reports on an evaluation of the use of blended learning in Master of Science module. Rural a Sustainability, at Cardiff University. She identifies positive and negative aspects of virtual learning environments (VLEs, synonymous with LMSs) and critical issues for those considering the use of those environments as part of a lecturing module. According to her, the positive aspects of VLEs include valueadded learning, enhanced participation, increased enjoyment of learning, ability to facilitate group work

inan efficient manner, and the provision of a standardized, user-friendly interface across courses. The negative aspects identified by Banks were technophobia and time demands on the part of instructors as well as skepticism among students. Wall and Ahmed (2008) propose a framework using a blended learning approach for higher education institutions faced with challenges of developing and deploying continuing professional development in the construction industry. The framework can be used by continuing education providers to determine the most suitable combination of media for a blended learning intervention, taking into consideration learner and instructor characteristics. the desired instructional goals and strategies, the nature of the learning environment, and the availability of resources.

Research has also been published (Baldwin-Evans, 2006; Harris, Connolly, & Feeney, 2009; Mitchell & Honore, 2007; Stacey & Gerbic, 2008) in which the key factors for successful implementation of blended learning are discussed. Among these key factors are the availability of financial resources, support from senior management, and access to personnel with the requisite capabilities technological and skills. Garrison and Vaughan (2008) describe best for blended practices learning implementation in higher education. They underscore the need for a seamless connection between the face-to-face and online components in order to ensure a truly blended learning environment. Moreover, they advocate the superimposition of various other pedagogies, as appropriate - lecture, problem-based learning. iust-intime teaching, cooperative learning, and others – on the blended framework.

Definitions of ''Blended Learning'':

There has been much discussion over the term "blended learning" in recent years, yet there continues to be no agreed-upon single definition (Bliuc, Goodyear, & Ellis, 2007; Green et al., 2006; Jonas & Burns, 2010; Marsh, Pountney, & Prigg, 2008; Sharpe, Benfield, Roberts, & Francis, 2006; Stacey & Gerbic, 2008). There is, however, a common theme presented in the literature – the recognition of some combination of virtual and physical environments.

Therefore, blended learning is itself a blend. It is a mix of pedagogical approaches that combines the effectiveness and the socialization opportunities of the classroom with the technological enhancements of online learning (Dziuban, Hartman, Juge, Moskal, & Sorg, 2006). Contained within the mix is a paradigm change in which the emphasis shifts from teaching to learning (Nunan, George, & McCausland, 2000). In order to enhance this shift, a blended learning course should also increase the interaction between the instructor and students, and also among students. It should furthermore enhance the mechanism for integrating formative and summative feedback in order to boost students' learning experiences (Yen & Lee, 2011). Therefore, blended learning is a fundamental redesign of the instructional model with a shift from lecture-centered student-centered to instruction where students become active and interactive learners.

Blended learning can also be considered good practice. In other words, the use of blended learning as a delivery method can make manifest two of Chickering and Gamson's (1987) Seven Principles, which are "encourage students to engage in active learning" and "encourage contact between students and faculty." The use of blended learning can also potentially elicit another good practice principle, which is to give prompt feedback, as blended learning usually involves online interaction, which can facilitate feedback. However, whether prompt feedback occurs depends on how frequently the instructors and students use the relevant online platform.

Benefits of Blended Learning:

Therefore, blended learning is itself a blend. It is a mix of pedagogical approaches that combines the effectiveness and the socialization opportunities of the classroom with the technological enhancements of online learning (Dziuban, Hartman, Juge, Moskal, & Sorg, 2006). Contained within the mix is a paradigm change in which the emphasis shifts from teaching to learning (Nunan, George, & McCausland, 2000). In order to enhance this shift, a blended learning course should also increase the interaction between the instructor and students, and also among students. It should furthermore enhance the mechanism for integrating formative and summative feedback in order to boost students' learning experiences (Yen & Lee, 2011). Therefore, blended learning is a fundamental redesign of the instructional model with a shift from lecture-centered to student-centered instruction where students become active and interactive learners.

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Benefits of Blended Learning:

Blended learning benefits students and institutions. It facilitates improved learning outcomes, access flexibility, a sense of community, the effective use of resources, and student satisfaction. Several research studies have demonstrated that courses using blended learning as a delivery method contribute to improved learning outcomes for students (Boyle, Bradley, Chalk, Jones, & Pickard, 2003; Dziuban et al., 2006; Garnham & Kaleta, 2002; Lim & Morris, 2009; O'Toole & Absalom, 2003; Twigg, 2003a). Twenty out of the thirty institutions which participated in research funded by the Pew Foundation in the United States reported having improved learning outcomes, and eighteen of the participating institutions demonstrated a decrease in student drop-failure-withdrawal (DFW) rates (Twigg, 2003a). Twigg (2003a) also reports that course redesign has resulted in students achieving higher grades, greater knowledge, and greater understanding of course concepts. López-Pérez et al.'s (2011) research on students' performance in a Spanish university had similar outcomes.

Their study shows that the use of blended learning has a positive effect in reducing dropout rates and improving examination marks.

Blended learning also promotes student satisfaction. Blended learning enables the students to become more motivated and more involved in the learning process, thereby enhancing their commitment and perseverance (Donnelly, 2010; Sharpe et al., 2006; Wang, Shen, Novak, & Pan, 2009; Woltering, Herrler, Spitzer, & Spreckelsen, 2009). Staff and students have both reported that the online components of blended learning encourage the development of critical thinking skills. Student satisfaction has also been reported to be higher in blended learning courses compared with purely face-to-face courses (Dziuban et al., 2006; Owston et al., 2008; Twigg, 2003a). Therefore, blended learning is beneficial to both students and institutions.

Success Factors for Blended Learning:

Success of blended learning is defined by Stacey and Gerbic (2008) as "practice which promotes achievement of high-quality learning outcomes and positive student learning experiences, with high teacher satisfaction and a reasonable workload that staff time for research allows and scholarship" (p. 965). Just as blended learning affords benefits and presents challenges for students and institutions, as students and institutions meet challenges, they give rise to success. As students learn to manage their expectations and feelings of isolation, universities overcome time and support issues, and students and institutions embrace technology challenges, success emanates. The student and institutional factors affecting the success of blended learning as identified in the literature are outlined below.

Conclusion, Recommendations, and Suggestions for Future Research:

The first suggestion for institutions that intend to implement blended learning is that they must be realistic about the investment of time, effort, and resources that are required for development and implementation. Institutions must create the necessary policy. planning, resources, scheduling, and support systems to ensure that blended learning initiatives are successful. The resources required are not restricted solely to the acquisition of equipment and technology, but also refer to the human resources used in developing and managing the implementation of blended learning. It is also important to provide technology training and support for the students as well as professional development for the academics who will be using blended learning. The development program should teach academics how to redesign their courses, the most effective way to deliver their courses online, and also the effective use of technology.

The major limitation of this study is that the research findings are based on the practice in a single institution, although they do cover a range of disciplines. A suggested future research area is to adopt the research methodology developed in this project to conduct research in several universities to obtain a broader picture of the use of blended learning in the sector. Another proposed research area is to conduct an extensive study on the use of blended learning in particular subject disciplines. **ORAY'S PUBLICATIONS**

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RESEARCH ARTICLE



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BLENDED LEARNING APPROACH FOR ENHANCED LEARNER AUTONOMY IN ENGLISH CLASS ROOM

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Abstract :

The revolutionary changes that have been happening in the field of science and technology, in particular in the area of information and communication technology, have direct impact on teaching- learning practices. As technology-driven education has completely changed the pedagogical processes, the English language classrooms have shifted from chalk and talk to audio-visual, software based and online teaching methods. As a corollary, the teaching approach also has shifted from teacher - centered to learner - centered approach, where the teacher performs the role of a facilitator rather than a mere instructor. However, to bridge the gap between instructor and facilitator, technology is used as a tool to develop a new model of teaching where the teacher effectively blends online teaching methods with face-to-face interaction. This blended learning kindles enthusiasm in the learners and thereby they virtually become participant learners instead of being mere students. This paper analyzes various aspects of blended learning in English classroom, where the concept of 'one-size fits all' is rejected and how learners' autonomy is enhanced.

Key words: communication, facilitator, enthusiasm.

The revolutionary changes that have been happening in the field of science and technology, in particular in the area of information and Communication Technology, have direct impact on teaching - learning practices. The expansion of technology, especially computer based technology, has a direct bearing on the use of English language. Accordingly, on the English global scenario has gained tremendous importance. As technology has become an integral part of our life, the language teachers are getting accustomed to not only make using of it but to explore all possible methods to get maximum out of it in the teaching of English. Further, in the world of cut-throat competition and due to globalization it has become quite imperative that students are supposed to be equipped with necessary skills, including communication skills, for achieving success in their career. As J.C. Richard says, "English language teaching is one of the fastest growing sectors in the world. The use of new technologies is an integral and driving component of this growth" (8).

technology-driven As education has completely changed the teaching-learning process, the English language class rooms have also shifted from mere chalk and talk to audio-visual, software based and further to using online methods. In the best changing situation of liberalization, privatization and globalization, English language teachers have been forced to adapt to using new technologies in the classroom. In addition to that the language teachers are intended to play a pivotal role in imparting employable skills in the students, including soft skills, such that they are ready to face future challenges confidently. In addition to this India has been trying to break the shackles to join the league of developed nations by roping in massive digital technology in every aspect. In tune to 'Digital India' program, the English classroom also has been gradually evolving into digital or e-learning class room with internet communication as its main source.

Learning through his/her own initiatives, motivation and interest makes the process more successful for students. Thus teachers should try to establish an acceptable environmental and psychological climate by allowing students to learn in accordance with their preferred learning styles. The teacher's role should be to help students discover their own learning preference and encourage their development by creating opportunities for different ways learning. Instead of being dominating authority, the facilitates the communicative teacher process among the learners, giving guidance and advice when necessary.

In order to provide a workable solution for using internet based technology in the class room, a methodology and approach are very Information essential. and much communication Technology, Popularly known as ICT is the method that can be used for this purpose. However, using only ICT to teach English as a second language is a tough task. Moreover, technology is not accessible to many students in the class room in rural areas and small towns in India. Hence, the presence of a teacher is imminent in the English language class room. Under these conditions, the best learning outcome can be expected when the teachers use

internet based technology effectively in the classroom.

Integration of teacher with technology in the classroom has come to be known as blended learning approach. Though a comprehensive and reliable definition of blended learning does not exist, it is used to describe the way e-learning is confined with traditional classroom methods and independent study to create a new hybrid teaching approach. In a sense it is not just merely using technology and computers in the classroom but it represents a fundamental change in the way teachers and students approach the learning experience. Traditional education mainly focuses on delivering material by way of lecture, where as in a blended learning model lectures can be videotaped well in advance such that the learners can watch them on their own such that the learners can watch them on their own time.

My first experience with blended learning in the classroom dates back to 2008-09. The phrase, 'blended learning' was not known at that time. During that period I met a Full Bright scholar, George Bernard Poole, from Glasgow University, the United State of America. He was an Associate Professor in the university and he chose Sri Padmathi Mahila Viswa Vidyalayam, Tirupathi, for his project work. His project work mainly concerned with the use of internet for instructions in the classroom. He used ordinary CDMA mobile with Reliance Network and connected it to his laptop in the classroom. I observed that students were extremely motivated listening to the lecture with the help of internet.

In fact, computer-based instructions, webbased instructions, online learning, teletutoring, distributed learning along with face to face classroom integration are considered examples of blended learning. It is an excellent substitute for delivering educational services for learners everywhere and anywhere, as it does not have the routine observations of traditional classrooms. Therefore it complements the existing teaching styles. Also e-learning has specific characteristics : effectiveness, originality, learner-centered, individual management, usability, direct-electric support, cost efficacy, provides numerous experiences, electronic support, cost efficacy, provides numerous experiences, electronic evaluation. maintaining curriculum safety. and easy access. Blended learning is an important development in teaching-learning strategies as it has become one of the alternatives of in the dissemination of education and activating the training whether direct or indirect overcoming the obstacles of space, time, and to enrich and improve the quality of learning.

Further, it should be noted that blended learning is not just adding materials and constructions across the internet, but also it should be corrected and keep pace with the characteristics of learners and construction materials. But in order to achieve success in blended learning, student s' learning style should be understood. As most of the learners belong to various social, cultural economic backgrounds. blended and learning gives them an equal opportunity in learning and gaining knowledge. In addition the above, it gives a chance for to

independent and collaborative learning in the students. "In this type of learning, the instructor leads the process of teaching and learning, but it does not mean that the instructor is responsible for students' learning, But it means that the teacher is directing students; learning process, while students learn collaboratively and independently with their peers all the time. Thus, mixed learning usually enhances ability understand learners' to and comprehend in a better manner." (Reay,J. 175).

One of the main advantages of blended learning is the flexibility it offers to the learners. This feature is of high importance and relevance in a region where e-learning is still in early stages and also where it is taught as a second language. It gives the learners the ability to change time and place of learning along with the availability of the sources and tools which support learning and its means. Blended learning gives the students the opportunity to learn in classroom on campus if Wi-Fi is available, at work or at home environment. It provides flexibility, time tables for the students and helps them keep the balance between various commitments. "Blended learning also expands multimedia resources which could be used in the learning process. Besides, informational tools and sources enable students to constitute personal learning sources in which they blend innovation with scientific materials which were collected from different sources." (Littlejohn, A. & S Pegler, C.2007).

Integration of Blended Learning with learners' needs:

Use of blended learning approach not only makes teaching and learning English fun but also it becomes goal oriented, participatory, flexible and tailored to individual learning styles. It is a potentially powerful tool for extending educational opportunities to formal and non-formal groups, scattered and rural populations, groups traditionally low in morale in using English effectively in classrooms due to cultural or social reasons. Another important feature is, it makes way for asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by the learners. Online course materials may be accessed 24 hours a day and for 365 days. But most importantly, the learners can interact immediately with their teacher online and within the shortest possible time directly with the teacher to get their doubts clarified. Under normal conditions, the learners usually forget to carry their doubts all the way to the classroom, thereby the learning becomes stunted.

Blended learning materials such as audiovideos, multimedia software that combine text, sound and colorful animated images provide interesting and authentic content that will engage students in the learning process in general and English language in particular. The learners can easily move to and fro with this material according to their ability, time and interest. An example for this can be drawn from Khan Academy of the USA, which provides instructional material in various subjects. Salman Khan, the founder of academy, initially used to tutor his cousin in Mathematics. As he was working as a software engineer, he prerecorded some of the lessons, which could be later watched bv his cousins. Astonishingly after a few weeks, the cousins wanted to learn only through video lessons rather than face- to- face. When Mr.Khan pressed for the reason, his cousins revealed that they could learn at their own pace, time and convenience. Also they could watch to and fro based on their comprehension. Blended technology motivated learners and teachers stay focused on their learning strategies.

Blended learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student enquiry, analysis and construction of new strategies. So students can learn whenever it is appropriate, work on real life problems, making learning less abstract and more relevant. In contrast to memorization based or rote learning, blended learning promotes increased learner engagement. Further, it promotes the manipulation of existing information and the creation of need based products.

Collaborative learning is another important feature of blended learning. It encourages co-operation interaction and among students, teachers and experts regardless where they are. Apart from modeling real world reactions, internet support learning provides learners with an opportunity to work with people from different cultures and backgrounds, thereby enhancing learners' communicative skills. In particular, when students focus on learning employable skills, tremendous learning possibilities are opened up, where the teachers can enhance their skills.

One of the key elements for the success of blended learning is curriculum development. While providing the students with content, there should be enough scope for the teachers as well as the learners to implement blended learning approach in the classroom. The text should define goals and expectations beforehand such that stakeholders know the outcome of the learning. Further, they should have an idea about how interactive the text will be and to what degree the technology will be used. The curriculum and the text that are designed should give an opportunity to explore blended learning in the classroom. The learners' outcome largely depends on supplementing classroom teaching with online instructions and developing a strategy to use e-learning in an effective manner.

Barriers to Blended Learning:

- Defining the motivating power of change and making use of it.
- The necessity of finding continuous methods for learning because of the high cost of the educational process despite its availability.
- Complex methods of the new teaching methods which affects the efforts being exerted on preparing for blended e-learning.
- The new interactive means and the free exchange of information need a strong concern about ethical issues.
- Absence of clearly defined strategies.
- Curriculum and content development suitable for blended learning

The teaching learning revolution in recent times, however, is in favour of recognizing individual differences in learning and addressing these through enabling strategies of learning. (O'Malley and Chamot, P, 45). Within formal educational contexts, it is fundamental to autonomous learning that the learner should develop a capacity to reflect critically on the learning process, evaluate this process and if necessary make adjustments to his/her learning strategies. Learning how to learn is thus a central process component of autonomous learning skill. The learners are not mere passive input receivers; they become a dynamic entity, trying to absorb the underlying assumptions of the language they are exposed to. Using a simulation in exploring the linguistic competence of the learner is a means to an end, such as solving a problem rather than as an end in itself. Within formal educational autonomous learning should contests.

develop learners' capacity to reflect critically on the learning process, evaluate this process and if necessary make adjustments to his learning strategies.

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RESEARCH ARTICLE



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ALL TEACHERS ARE NEW TEACHERS IN BLENDED LEARNING

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Abstract:

Blended Learning explains how the role of the teacher is changed within a Blended Learning model, a change that has implications for professional development Leadership and of-course learning. We saw the Teachers with more experience often faced Steep learning Curves as they struggle to unlearn certain ingrained habits and practices, so the teacher should develop effective Blended Learning practices as those with more years in the classroom. As part of students new and challenging work, Teachers Nationwide are embarrassing a formal Education program in which students learn, In part through online delivery of content and instructrucal environment but online and Blended Learning instructional models are help students engaged in active learning.

Key Words: Blended Learning, implications, environment.

Introduction:

Teachers are continually on the lookout for innovation to improve the effectiveness of their instruction and the educational outcomes of their students. One such is Blended innovation Learning, an instructional approach that allows the students to assume greater control and a more active role in their learning. It offers an alternative way to engage students with a remarkable array of learning experience, particularly for students who struggle in traditional classroom. It also gives teachers an opportunity to facilitate learning in innovative ways. Teachers are knowledge providers, mentors, and coaches in this Blended Learning Environment. They access, analyze, and synthesize student work and data to develop unique learning plans for each student, while monitoring and working with the small groups and entire classes.

When Educational technology is combined with strong, skilled teachers, it makes for a class room where teachers are able to build powerful relationships and direct their attention where students need them most. Teachers can spend their time communicating, connecting, facilitating, providing feedback and ultimately helping all students learn.

Teachers equipped with great online learning tools are changing the ways students think about their education and about lives.

Usage of Technology in Blended Learning:

The success of any new Technology in schools or colleges relies on teachers' knowledge of it. When teachers are willing to adopt, are comfortable with, and embrace integrated technology in their classes, The Success rate Blended Learning program increases. Teachers are not only helping students excel using different types of technologies searching the web, using Email and chatting online, but they are also using integrated teacher tools to monitor student progress and provide instant, personalized feedback to each student, everyday.

Teachers need to allow students to Engineer their own learning- particularly when it comes to technology. Teachers can be incredibly successful when they are relinquishing control, allowing students to harness the power of technology to increase their learning, understand their success, and paced their own work. In a technology based environment teachers have access to a remarkable amount of data on their studentsand keeping that data organized is the key to keeping it useful. With training and support, all teachers can master their students' data and improve achievement.

Importance of Blended Learning:

Blended Learning classroom creates respectful working environment for both learners and teachers- ensuring that students understand what is expected of them and that teachers are able to maintain control over their classroom and give feedback. Teaching in online learning is not a spectator sport. Research shows that "Blended courses are most successful when challenging and engaging online learning activities complement face - to - face activities".

The class then comes together face to face for an interaction, where teachers have conversations with them, where students are able to share their learning with one another, and where really understanding and learning can be assessed. Students are required to present their knowledge in any way their like through an offline project. "They have the freedom to direct their learning with their teachers".

If you are willing to stretch, adapt, and grow in our respective role, everyone can benefit from a Blended Learning Environment.

Role of Teachers in Blended Learning:

In a Blended Learning Environment, teachers take on more complex roles, working with real-time data, assessments, software, and content from a myriad of sources to ensure that their students gets the richest education possible.

The increase in teacher-student interaction can help teachers make sure that students who are struggling get more of the support they need students who have already mastered a concept are adequately challenged. In this sense, Blended Learning benefits not only students but also teachers in that it improves the conditions for providing differentiated instruction.

Because students learn in part on computers, computers change from being merely a fun piece of technology that students can use to another way for teachers to learn in-depth about every student and his or her skill levels. With the highly detailed data gathered from students work on computers, teachers can discover exactly what content a given student is struggling to learn. Data can also help teachers keep track of where the computer- based learning left of where instruction should classroom resume. preventing poor instructional continuity between modalities or duplication of content already covered.

In Blended Learning classroom teacher's job is to give them the tools to do it, making sure they have every tool they need to do this right. Below are the categories which teachers must need:

- Knowledge of thinking of individual students.
- Deep understanding of their subject matter.
- Flexible, adaptable teaching strategies to engage learners.
- Revising cyber logs with students.
- Acting as a learning coach, supporting, mentoring, and motivating.

In Blended Learning environment, students not only have access to individualized, engaging online content, but also to teachers who coach and mentor them to elaborate, question, and explained – asking students to think about a text are problem they encountered in the online course. Teachers must teach students Metacognitive strategies to help them think critically think about and process information. In Blended Learning environment, a teacher's presence online can be lynchpin in making students accountable and invested in their work. Finding disengaged students early is the key to providing personal one - on - one intervention and support, and to developing trust and community in the classroom. Teachers should have personal contact with the students to take the fear out of mistakes, and then students begin to see that success is possible.

Teacher should teach students to access and examining their own data and set and update

their own learning goals through the year. This builds both accountability and ownership and encourages self-regulation skills. Teachers' job is to be their guide to growing their learning.

How the Teacher should be in Blended Learning Classroom:

- Provides students with frequent opportunities for both public and private online interactions with instructors and peer,
- Encourage students to share personal experiences and believes in online discussion, while similarly encouraging a non-judgmental environment for those experiences,
- Provide targeted feedback for students to correct behavior that might gives success,
- Praise students for elements that are within their control, such as effort, challenge- seeking, persistence and good strategies- rather for their personal traits or abilities,
- Hosting small-group instruction to engage students in deep learning, and
- Model support and encouragement for diverse points of view.

Conclusion:

Here, in Blended Learning teachers mastering their new role no longer lecturer, but facilitate, no longer knowledge keeper but learning designer. Blended Learning environments are making it easier than ever for teachers to differentiate instruction and actually reach every student.

In the Blended Learning classroom, Educators are finding new, exciting ways to teach- to reach even the hardest- to-reach students, to encourage who have struggle with traditional learning process.

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RESEARCH ARTICLE



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English Language Teaching: A Blended Approach

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The British ruled our country for many years. They looted a lot, left nothing but English language, which has been a most valuable gift to us. Though, Hindi is our national language, it is not spoken in some parts of India. North Indians don't have access to Southern Indian languages. As a result of this, English became the link language in India and attained the status of a favored language. Besides the language of administration and judiciary, it has attained the position of medium of instruction. In the present context of globalization, it has attained a new status -as the language of opportunity. As such, the teaching and learning of English has attained a priority status.

Students with good communication skills in English are in need and many students with these abilities faring well in interviews and getting jobs. Different states in India have different syllabus for various courses. Earlier, the stress is on teaching English through literature. Students were made to read text books based on classical English as

well as modern English. The mode of examination is only written. But now, the stress has been shifted from literature to language. In modern English textbooks, we find less lessons based on literature. Teaching learning English for communication purpose has gaining an upper hand. 'The significance of acquiring proficiency in communication skills is practically being felt by the students opting for professional studies in changing global scenario'. As communication plays a vital role in the smooth functioning of an the need for imparting organization, communications skills has assumed greater importance. The growing tendency to include 'communications skills' as a part of training / teaching for young managers / employees by reputed institutions has become the order of the day. Technical skills are important, but when two candidates with equal technical

skills face an interview, the decision of hiring (or promoting) is usually based on the ability to communicate. The tools of communication continue to become more powerful and sophisticated.

There are many methods and modes of teaching English. Earlier in an English class, we used to follow certain classical methods like structural method, grammatical method etc. New methods like conversational approach etc have no place in that context. Now, as the students are to be trained in spoken English, we have to adopt new strategies of teaching and testing. A student must have the ability to speak fluent and phonetically correct English. For this type language learning, a special mode of teaching is required. In this context, we can use lingua phones, computers, video tapes and other technical devices, to teach spoken English. Sometimes the students may be asked to record their own voices and correct themselves by listening to standard pronunciation. The role of the teacher in the class room chances from lecturing to monitoring.

Language starts with the ear. 'Babies are wonderful imitators, and this gift of imitation, which gives the gift of speech that, lasts for a number of years'. One learns one's mother tongue by listening and it is the natural way of learning any language. This principle can be applied to the process of teaching or learning of English. Books don't speak, but fortunately, there are a lot of language speakers around us speaking our mother tongue. But in case of English, we don't have that natural atmosphere of listening to people speaking English. So, we have to create an in artificial atmosphere where students can pick up the language naturally. Here, a teacher has to play dual role of speaker as well as listener. He as to speak a correct form of English, following all the rules of phonetics like pronunciation, accent, intonation, stress etc. so that the students can learn listening to the teacher. He must listen to the students and then correct them. But many English teaching faculty of today either at schools or colleges badly lack this ability and they have to improve their standards in this regard.

A teacher with proven abilities can handle spoken English class in a better way that suits the present situation. Here, we can press into service various electronic gadgets. Many activities in the classroom like JAM, Role Play, G D, Debate, P P T, will be interactive between the teacher and the taught and even among the students. Here, we may use some instruments like recording devices and PPT projectors. There is much development and advancement in teaching of various subjects. The methods may be adopted even for teaching English as communicational, language. Here. а situational and audio linguistic methods etc. can effectively be employed.

In case of teaching other language skills viz. namely Reading and Writing, we can adopt many modern techniques and methods. Students may be trained in various types of readings like skimming, scanning, skipping etc. by using both the print and electronic devices. It will be an interesting exercise for a student to read something scrolling on the screen and then answering the questions. The speed of the scrolling can be adjusted to various standards of the students so that the reader will get the ability to read something fast and comprehend the message of the passage as pre his/her abilities. Generally, in the conventional approach, many students mug up dictated answers and write in their exams. Sometimes, they do score very good marks even though they may not have the needed abilities to write something correctly in English. This type of approach has to be discouraged. Students may be encouraged to write something of their own instantaneously. A new type of approach, like the blended approach of teaching English writing skills, is the need of the hour. One of the methods is guided writing. Students will be given some hints and they will be asked to write something of their own keeping the hints in mind. Sometimes, there will be some dashes left in a passage and the students are asked to listen to a speaker or an instrument and fill in the blanks with appropriate words. This will be a good training both in listening as well as and writing. Sometimes students may be asked to write something about their personal experiences and there are asked to exchange the notes among themselves and correct the written material. In the process they know their mistakes and it will help them in avoiding such mistakes in future.

As per the recent research in the field of N L P (Neuro Linguistic Programming) only 7% of communication takes places through words. About 38% of the message is conveyed through tone, voice, inflection and non-verbal physical behavior accounts for 55% of our communication. In fact, to control of the body movements even before you speak is imperative. Your body begins to 'speak' the moment you face an audience as a prospective speaker. The audience will critically assess your sitting /standing postures, facial expressions, eye contact etc.,

when you are called to speak. They start you labeling you as 'nervous', 'confident',' weak', or 'clumsy'. The first impression they form about you is an important factor in the success or failure of your speech. Thus, this important non-verbal communication body language- plays a crucial role in our day-to-day life and especially in our communication skills. As this is unintentional and involuntary, many a student need much planned training in this important aspect of communication. Employers looking for candidates or employees with all the prospective qualities will certainly insist on better verbal communication skills coupled with excellent body language as it expresses his/her inner feelings, conflicts and attitudes. So, this aspect of training our students in non-verbal communication is of much importance. Habits die hard and the students having a set of behavioral attitudes are to be corrected and trained properly. Here, this type of training needs a blended approach of teaching English.

In the above context, to cater the present needs of the students of learning English language English laboratory will play a crucial role. Teachers with an adequate training, a fully equipped laboratory with proper software and students with a right set of mind will make our efforts to teach English through this ' Blended Approach' much fruitful.

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RESEARCH ARTICLE



Teaching English Language to the Students from Rural Areas: Circumstances and Solutions in Andhra Pradesh

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Abstract

English is a global Language. It is one of the tool of communicating our feelings, ideas, and emotions effectively to others. In India people speak different languages in different states. Hindi is the first most language than English in North. But South people have given importance to speak only their native language. Though English introduced in Primary classes there is no perfection in their speaking in English. I have collected data from my students who are from rural areas using interviews, class room observation and questionnaire. The result was until the secondary education they read the language as a subject only for marks. Then Intermediate there is no importance to language, it's again only for marks students simply bi-hearted every lesson and grammar without any efforts to improve their language. When they enter in technical courses they come to know have many opportunities in global wise then they started to learn language but no time to practice. And if we think about language in present world then English is speaking more than 250 million people in the world along with their own language and English is used as a second language in Andhra Pradesh too. Most of the students of the primary schools in rural areas are weak in English language due to lack of expert and qualified teachers who are familiar to the up to date methods and advance of teaching and lack of materials for teaching in the classroom. Primary level English program of study performance is essential in Andhra Pradesh to achieve the set English language proficiency in the rural areas. Students in the rural areas are performing poorly in English compared to their urban areas. The study surveys the challenges of teaching English language in some selected rural areas in context of Andhra Pradesh. This study explored the factors how student's performance affecting in English language in rural areas.

Keywords: rural areas, competency, bi-heart, interview, skill, communication

Introduction

English has become known as the language of providing many opportunities globally since past. Teaching in English to students has always evergreen as one of the top hope of parents from schools. Many of the parents preferred join their children to "English medium" than "Telugu Medium" schools. But teachers always struggling to teach English as a language leave alone use it as a medium of instruction for all subjects. Our teacher training courses are not able to provide our teachers with sufficient knowledge, skills and the ability to be able to teach the subject in class. In summary, the English language with all its significance, modern historic day significance in several ways of societal, trade and industry, linguistic, supporting and even cultural spheres of modern human movement has proved its worth as a language of global communication which unless is recognized, followed and practiced by all the other linguistic groups and nations they would lag behind in all-round development and paced advancement in every field of human race. Particularly it would be a loss for them in the case of their intellectual, academic and professional advancement without which they cannot definitely get a hold as individual nations in the comity of advanced nations. Dr.B Parvathi, composed information, about English language won recognition in India along with regional languages, in her article Indian Languages and Literature, she opines...

> "With Independence the question

of a common language for the nation naturally came up. There was no consensus in the matter in the Constituent Assembly on this question.....Thus in addition to Hindi and English, eighteen regional languages of India have won statutory recognition which is а unique situation in linguistic terms for any country."1

When East India Company enters in India they spread English language as a tool only for passing information about their business development. From that day to till today English language became a part and parcel in our life but we cannot speak fluently. Even though many words we are using only in English like tea, coffee, drink, Tiffin, hotel. market. shopping, cell phone. telephone, engineering, medicine, doctor, movie, television. radio. chair. actor.

current, electricity etc lack of perfect pronunciation, grammar knowledge we couldn't speak fluently. English is an international language, spoken in many countries both as native language as well as a second language. Many medical, scientific, technical, literature words are adding in the English in globally. Now English has become the common man's language. It is a living, vibrant and growing language. Globally English has become a vehicle for communicating scientific and technological information. English language today is a powerful unifying factor in our national and international life.

After Independence, we phased out as the language of administration. A constant touch with outside world is absolutely necessary for bringing about the revolutionary changes in the field of agriculture, medicine, industry, telecommunications, transport and basic research system. It is impossible to train young engineer, doctors, technocrats and researchers to grip with modern technology of respective fields without adequate knowledge of English. English is the only language through which we can bring in the wonders of scientific discoveries to our doorsteps. This will help us to fight poverty and bring prosperity by creating new job opportunities.

The translation method is widely used in rural areas. It helps the learner to understand the content of the text, but slow down learning of the language. The main purpose of teaching the language is ignored and the teaching of content and theme is given importance. Translation method is thus a great problem in learning English. If children are able to comprehend what's being said in class through an initial focus on listening carefully, using picture cues, asking questions and speaking the language clearly, it will lead to internalizing English rather than reciting stock sentences memorized. It would then make the subsequent process of reading and writing much simpler.

English is the most widely spoken language in the world and it stands out as the most popular and influential on earth. It is being spoken almost all over world and has gained a prominent place in the minds and hearts of people especially even the rural students want to learn the second language by any chance. Even though it is a second and unknown language many parents want their children to learn English for which they are ready to spend any amount of physical labor and economic help. The daily wager expects his children to study in the English medium schools. This consciousness has come mainly among the rural people. Although India is a multi-cultural country English has become the common and official language of the people today in the computer world. In the internet world, people and rural students want to obtain the speaking skills of English by any means, coaching centers, spoken English classes etc

Knowledge of speaking English has become an important factor if one wants to come up in life. Spoken English institutes are growing every nook and corner of our country, especially in Andhra Pradesh. The pity thing is that pupils are not properly trained to speak, read and write English in our schools. One of the major factors leading to this picture is the rareness of good teachers who are willing to take the necessary steps to ensure the development of speaking skills in the children. The second factor is the low-self esteem and the lack of learner motivation. The third factor is the insufficient time and resources. If such helps are provided without ceasing, it would prove a fruitful measure in student's life. The overcrowded classrooms are another major block in our schools. In the government schools single teacher has taken many responsibilities because teachers do not give needed attention on the development of speaking skills in English. Because they never conduct any experiments on students learning out comes for many years after entering the school.

Types of Language Styles

A student is trained in a language three ways firstly his language starts at home, secondly outside society and thirdly at class room. Pronunciation, spelling, grammar and final one is errors corrected themselves.

There are two types of language styles 'spoken' and 'written'. The spoken form serves as our primary means of coordinating our day today behaviors with others. The written form serves language use such as knowledge communication, business correspondence, contracts etc. It also serves as a long – term record of knowledge from one generation to the next. In oral language, sound is the basic element while in written language it is letter.

Speaking is the most important skill to acquire while learning a language. In the case of second language, it has to be learnt with more conscious effort. Teaching speaking skills to students of Andhra Pradesh turns out to be more difficult where students find no English speaking environment and the parents are not in a position to pave way to learn to speak English. In my interview I covered three areas of students try to find out problems in the environment of students in learning speaking skills of English.

Even after undergoing many years of training in English it is not uncommon to see not only rural area students but also urban students finding it very hard to communicate in English. It is a matter of fact to notice that in spite of demanding put touch efforts undertaken by educationists for imparting English language over the past few decades in Andhra Pradesh, yet there is a sorry state of affairs still rampant in the achievements of English language teaching among the students of all levels. Hence, it is a need of the hour to unearth the real reasons and deficiencies our students encounter in the process of learning speaking skills. It is also needed to find the remedial methods of teaching English that might create favorable disposition towards learning speaking skills in English.

It is through education that the child acquires knowledge, skills, healthy habits and other virtues to become a complete human person. It is through education, the human person learns to adjust with his physical, social and spiritual environment. One of the most important potential that is developed through education is man's linguistic potential. In Andhra Pradesh, Telugu and English are the two languages which are taught in the schools. Even after sixty five years of Independence English language is being used in every walk of Indian life and still continues to retain the status of associate official language of India.

Case Study: Teaching of English in Andhra Pradesh especially in Srikakulam, Vijayanagaram and Anantapur Districts

I have taken interview from Ist B.Tech students (approximately 100 students) who successfully completed were their intermediate and got good marks in language come from different rural areas mainly from Srikakulam, Vijayanagaram and Anantapuram districts. They opined, In India we have three-language formula those are local language, national language and foreign language. But Andhra Pradesh follows two-language formula that is local language and foreign language. For all Telugu medium students Telugu is the first language and English is the second language once in a past. But now people give importance to get marks Sanskrit than Telugu. Majority of students are socially, economically and educationally backward and first generation literates. Teaching English, a foreign language, to students of such types is indeed an exasperating task.

Over the years in India especially in Andhra Pradesh Srikakulam, Vijayanagaram and Anantapur Districts are sealed as drought-hit districts at all levels. They are educationally poor but most of the teachers of English working in these three civil districts are hailing from nearby districts. As the educational qualification is less these teachers of English registered their names in the districts employment office of these districts and got employment. Their slang is different from the rural students of these three districts. These rural students neither understand Telugu nor English as taught by them. According to various socio-economic and political reasons, the Government has introduced English as the medium of instruction. It is indeed that learning through mother tongue is easy and quicker. But people failed to realize real value of English. Even a degree holder finds it very difficult to speak in English with people who come from other states in India and the foreigner who come to India as a tourist.

The second language English is introduced to students from third standard in the primary education. When the children learn some of the basic skills in their mother tongue they easily pick up whereas the same students find it very hard to make out the second language. They learn this alien language around the age of 8 or 9. Most of the schools of rural areas do not have sufficient number qualified teachers. Many students hail from rural area and so they need some basic facilities and same kind of problem continue to be in the secondary high schools and arts and science colleges. The primary schools are the feeder schools of the adjacent high schools.

Andhra Pradesh Government has taken several efforts to improve the standard of teaching and learning English in various ways. Different language teaching methods have been implemented and special officers were appointed to examine in schools, colleges and universities. Many students get sum unpaid in the colleges and failures in the schools due to poor knowledge in English. Many students in Andhra Pradesh pick out English as a difficult subject to pass. Even graduates or post graduates whether those are technical or nontechnical finds it's too difficult to speak in English with people from other states and foreigners who visit India as travelers.

Now a day every nook and corner English medium schools started to be introduced. Language is introduced in Andhra Pradesh from pre KG in the age of 3 or 4. Many schools in our State do not have sufficient number of qualified English teachers. Therefore English is not taught properly and is not given enough importance. As the teacher herself does not know how to teach English to the up-and-coming students, the students do not show the needed zeal to gain knowledge of English. In the high school level, preparing the students for public examination becomes the primary task of the teachers only for getting good marks and Management has grades. also given importance to improve pass percentage. Because English teachers trained their students language as taken a subject but not language. There the students are taught to study the essays and paragraphs to write in the exam papers. The students, without understanding the meaning of what they write. present the answers in the examination papers. When they come to college for graduation, they find it hard to acquire language skills which they had failed to do so in the in the primary level itself. Those basic skills which they had failed to master in the primary education itself are to be taught in the graduation level. The students realizing their pathetic condition try to develop their language through various private institutions where spoken English is taught.

English has the widest span among all the well-known languages of the world. It is helpful to be adept at spoken English when the persons at a meeting or conference don't have a common language. Spoken language and written language differ in many important ways. Spoken language is received audibly, whereas written language is received visually. As a result, the spoken message is temporary and its reception by the learner is usually immediate. Meaning in spoken language is conveyed in part through phonemes like rhythm, stress, and intonation whereas punctuation marks and type fonts convey such information in writing only improve using software and practiced by the teachers.

One student A Satish Kumar (16MC1A0201) who is from Srikakulam rural, studying EEE branch opines, "Spoken English is almost always proficient by the use of interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker, thinking about one's own contribution, producing its effect, and so on".

Gangly S and Ganguly B explained in their ideas about in a Journal of Indian Education...

"English language teaching in India is mostly a teacher textbook-class affairs. The teacher is mostly concerned with paraphrasing

the lessons in the text book, dictating modal answers. explaining rules of language, and taking the students through а serious of pattern drills for reinforcement. ··2

Exactly what Gangly S and Ganguly B clarified then another student Chikati Siva Shankar, from Mechanical branch who is from Koratam from Vijayanagaram (16MC1A0307) opines. "Now-a-days English language teaching in our previous class is mostly a teacher text-book-class subjects. The teacher is mostly concerned with summarize the lessons in the text book, dictating modal answers, explaining rules of language, and taking the students through a serious of pattern drills for reinforcement than practice."

A student Nanduri Divya (16MC1A0541-CSE) at Ichapuram in Srikakulam district thinks, "All most in every school, English is not given as much importance as they give for their vernacular. They never have the desire to learn other language in addition to their mother tongue. And they are at border of Orissa because they have used three languages Telugu, Oria and English. Parents are speaking in Oria at home, except English teacher remaining subject teachers explaining subjects in Telugu at school. This is the main drawback to speak fluently in English." The major barrier is that teachers themselves do not know how to teach English to the growing students of upcoming India. When they come to college for graduation they again find it hard to acquire language skills without the basic skills in the primary education.

They are supposed to have learnt the basic but the plight of the student's level is very pathetic. A budding graduate Boya Manisha (16MC1A0405-ECE) in Ananthapuram district express, "The teachers of high school cannot go to the level of VIII standard and teach them basic skills of the language which is not possible for them to bring them to the main stream of the class. At last they teach the basic units which are needed for the exams not has given platform to opened up their ideas."

Problems of teaching speaking skills to rural students

After considering students opinions I may observe the given problems

- 1. The condition is make worsen by the fact that English is not the language of deal in rural India, thereby giving teachers very little chance of practicing what they have learnt.
- 2. Primary schools in government teachers only qualified but they have not attended development programs what is introduced by the government.
- 3. Need right qualification to teach language. In rural areas parents are not educated. With little scope for using the language outside the classroom, they end up learning

English just to get through exams. Because they don't know the English and they shouldn't take notice of the language at their homes.

- 4. Students have attended to their lessons in their mother tongue but they have to write in English. That is the first failure of the student to improve their language and big task to English teachers to train and improve their language both in spoken and written.
- 5. In rural areas most of the parents working as an agriculturalists or labors. They enjoy their children language but not correct their mistakes.
- India is multilingual, multi-cultural, multi-religious and multi-ethnic. This makes language planning a highly complex and emotional problem.
- 7. A teacher, who is starting their career as English faulty, cannot be a model in the classroom where English is taught. Many of the teachers, once they get a permanent Government service, cease to learn, read or take any interest in skilled matters. They prefer to cover the portion in the text book than to teach effective use of Language.
- 8. Text books also one of the problems. The textbooks and teaching aids are not effective because they are dull and unattractive with no proper illustrations or exercise material; change of Government regime changes the textbook according to its whims and fancies. Corruption has

spread like a virus in the preparation and prescription of textbooks.

- 9. Large classes which were handled by one teacher and lack of facilities are too problematic to improve students' skills in language. In order to implement the activity method of teaching and learning the number of students must be limited and need to have basic amenities.
- 10. Many teachers of English in India particularly in Andhra Pradesh are not those who have taken a degree in English literature. Many of them teach English with other subject background, and therefore they teach it just like any other subject. This kind of teaching of English can never be fruitful.

Solutions of teaching speaking skills to rural students

After considering their problems I may opine the given solutions

- 1. Teachers continuously attend workshops, seminars, conferences for learn more innovative techniques in teaching.
- 2. Use video/audio recordings of content to be taught, platforms to practice what they have learnt and ask questions
- 3. Give project works on language
- 4. Regular assignments and make students give seminars at the same topic
- 5. Give more practice ground to students.
- 6. Students have many ideas give task to them open their mouth at least at class room.

- 7. Mostly Grammar-Translation method was used to teach English. The students were taught how to communicate properly through written letters without any grammatical mistakes. They have developed their speaking skills well and can communicate effectively and efficiently.
- 8. Parents get involved in their child's learning as part of the after-school work, thereby bringing English into the home environment.
- 9. Home 'work' then truly becomes home 'games' by doing guizzes. Given that the rural milieu provides little opportunity for children (and teachers) to practice the skills of listening, speaking, reading and writing (LSRW) English as part of their daily lives, it is important to continuously develop and use affordable tools to help facilitate this. Use of storytelling, independent reading, group reading, role plays, show and tell etc., are effective ways to help promote better understanding and enable practice. One needs to continuously innovate to produce written, audio and video content for use in and outside the classrooms.
- 10. Not only English language teachers but also other subject teachers should be taught lessons only in English.
- 11. Our government has provided sufficient instruments for setting up English language lab to all Government schools. Yet none of the schools show interest in using those

instruments and teach speaking skills.

Conclusion

India is a multilingual and multicultural country where people in different parts of the country speak different languages. Though each state has its own language, English is the second language for most of the people. English language has dominated all walks of life for more than two hundred years. English language has benefited every branch of science, technology and literature etc. Learning English has become crucial even for ordinary people. Students are vigilant and aware that without having English knowledge they would not be able to shine in any field today especially in the scientific field. So the present paper aimed at bringing out the deficiencies in teaching speaking skills to rural students.

It is a high time that our traditional method of teaching undergoes change and adapts newer improvements in teaching English and specially in communicating speaking skills. It will be more effective and fruitful if the teachers of English show more dedication and commitment in their teaching ministrv especially in communicating speaking skills. Otherwise students will be poor of learning speaking skills in the second language which is badly required for the success of their life. Teaching of English in our schools and colleges is in a confused state today. Pupils are taught English for about six periods per week for many years but they hardly know few words by the time they join the college or university. The mistake is in our educational system itself. A teacher's main intention is to get ready his students for the examination and not to

make his student competent in the use of language they are learning

Most educationists stress on the use of the local language/mother tongue to instruct early education as it improves the child's ability to grasp and learn concepts. However, there is no running away from the fact that teaching English as a language has become a key determinant for future success and mobility of a child. Focusing on some of the aspects mentioned above would help improve the quality of English teaching that we are able to impart to our children in rural while simultaneously ensuring areas. affordability.

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RESEARCH ARTICLE



English and Blended Learning

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The history of English Language in India can be traced back to the 31st December 1600, the date on which Queen Elizabeth 1 of England granted a charter to the governor and the company of merchants of London trading with the east India. English education was in fact introduced in India in the middle of the 19th century. The role of English in our education system has been shifting over the years. A number of commissions and study groups stressed the need of the rationalization of the English curricula, text books and examinations. The service nature of the teaching of English has been largely realized and also the need of the diversification of courses to suit the divergent requirements of different categories and consequently of the suitable changes in teaching techniques.

Talking of the courses, those in use before 1950 have been labeled traditional. The medium of instruction was then was English and the syllabuses were literature oriented. The courses in use between 1950 and 1975 were, by and large, structural or formal. Now, English as a second language is studied for general purposes and the methodology adopted is oral, situational and grammatical. The usage is now taught indirectly through experience and practice.

In fact, media and technology attempt to teach English through dramatized stories, anecdotes, conversations and the like. The basic objective of these is to expose the learners to acceptable models of English being used in different situations. This could be considered potentially effective.

The 21st century classroom is filled with a vibrant assortment of learners. Students come from different socio-economic backgrounds, with culturally diversified experiences, and learning styles, and preferences unique to each individual. There dynamics create a challenge for teachers as they attempt to accommodate the needs of all learners within the various academic settings. English teacher has to be smart enough to transform her style of teaching as per the needs of the student.

In the present scenario, it is a universal agreement that technological implementation in educators contributes

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significantly to improve teaching and learning leading to greater achievements.

Technology has become an integral part of educational system around the world and it can be challenging to measure the effects of technology alongside other factors that may influence teaching and learning. The methods of teaching and learning English have also changed significantly. Much importance is laid on linguistic competence, communicative proficiency, grammatical precision and vocabulary building. A student must have effective communication skills if he or she wants to cope with present competitive world. There is a lot of demand for personality development, LSRW skills, soft skills, spoken English etc., which can be acquired using modern methods of learning.

A new way of learning technique has emerged with the facility of computers and internet. The terms - Computer Assisted (CALL) Language Learning and Technology Enhanced Language Learning (TELL) have been increasingly used to. The basic objective of these is to expose the learners to acceptable models of English being used in different situations. This could be considered potentially effective. Thus, the use of information and communication technologies s (ICT) has been found to improve student attitude towards learning. By incorporating ICT into class projects the students were able to evaluate their understanding via the use of computer-based qualitative and quantitative assessment modules. To quote Marsh: "Blended learning refers to a mixing of different learning environments. The phrase has many specific meanings based upon the context in which it is used. Blended learning gives

learners and teachers a potential environment to learn and teach more effectively". (3)

"Blended learning refers to a language course which combines a face-to-face classroom component with an appropriate use of technology. The term technology covers a wide range of recent technologies, such as the Internet, CD-ROMs and interactive whiteboards." (Sharma and Barrett, 7)

To achieve a 'principled approach' to blended learning Sharma and Barrett suggest the following four guiding principles:

1. Firstly, they advise you to 'separate the role of the teacher and the role of technology' as the roles are not interchangeable, but they are complementary.

2. Secondly, 'teach in a principled way' using means that best suit the learners' needs, i.e. pedagogically driven.

3. Thirdly, 'use technology to complement and enhance face-to-face teaching' meaning that the two modes should complement each other, and which seems to suggest that faceto-face is exclusively the lead mode.

4. Lastly, 'It's not so much the program, more what you do with it'. To illustrate this final statement three examples of how to use a CD-ROM are given, from an individual using it alone at home, to follow up practice in self-study or at home after a class, to actually using it in class as part of a presentation. (13-14) Dudeney and Hockly refer to a blended learning course where 75 per cent is delivered online and 25 per cent face-to-face in their list of three possible course designs for online learning in language learning environments:

- a. A 100 per cent online language learning course, where the course is not unlike a course book online.
- A blended language learning course, where 75 per cent is delivered online and 25 per cent face-to-face.
- c. A face-to-face language learning course with additional online materials, where online tools are used to support and extend face-toface lessons. (138-139)

The advent of technology has made language learning easy and also made the language learning process interesting and enjoyable for both teacher and student throughout the world. It is described as one of the interactive methods that can help a learner to have the ability to learn on their own which enriches their language skills. It enables the learner to look beyond the and conventional mode of learning self-learning. Several encourages in India have introduced universities Multimedia English Language Lab in the curriculum. And the English Language Lab well sophisticated with computers, headphones, speakers, LCD and different English language software etc. offers all the functions of a conventional language lab but in a digital form.

The theory of independent learning works well when learners are provided with the technology that allows them to recognize their own mistakes, pronunciation, information, fluency and confidence. Using the mike, the audio and video recording, students learn independently. In the technology based instructions, the teacher becomes the guide and facilitator and students take responsibility of their own learning.

The need of the hour is to enhance the communication skills of the learners. The communicative approach to the teaching learning of the English language creates an environment rich in input and exposure and involves learners the in genuine communicative language learning activities in order to empower the learner with communicative competence. In the era of competitive world where majority of the students are attempting GRE and TOEFL good language and speaking skills become an absolute necessity. With technology well advanced and easily accessible, integrating speaking activities with technology becomes simpler and more interesting. Students are now facilitated by software to practice pronunciation through phonetics.

Lab training is given with the assistance of Computers Networked and specially designed software to equip students with effective speaking and listening skills in English, to help them develop their soft skills which will make their transition from college to work place smoother and help them to excel in their jobs and to enhance students' performance at interviews, Group Discussions and other recruitment exercises. The learners can drill the part of grammar, sentence construction and vocabulary etc. even CDs are available in the market. They can work on different amusing demos that have the objective of increasing language acquaintance. For instance, Oxford Achiever, a comprehensive online learning and assessment system focuses on English. It caters to students and comprises various levels of learning and assessment. The objective-specific practice exercises help the students to get their reports and charts and the comprehensive reports for teachers helps to keep track of students' progress and performance.

Word processor helps learners to develop their writing skills, facilities drafting and redrafting. There are certain online spelling and grammar software along with online dictionaries, which help students in language learning. Online books help students to understand the variations and depth of language. There are certain world wide websites available on the internet which helps in language learning. Moodle -Modular object-oriented dynamic learning environment, a free and open-source software can be used for blended learning. In Moodle, a teacher has responsibility for the materials in their own course where teachers can add learning materials for their students. This enables teachers to grade and give comments on uploaded files and assignments created on and off line, allows to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown and helps teachers to gather data from students to learn about their class and reflect on their own teaching and a collection of web pages can also be added. It allows students to have a real-time synchronous discussion, enables to create and maintain a list of definitions, like a dictionary, and allows to interact with LTI compliant learning resources and activities on other web sites.

To conclude, due to the advent of latest digital technologies and their influence on mankind now the habit of reading printed materials has decreased considerably. Elearning helps to bridge the gap between traditional pedagogy with latest information and communicative technology applications that constantly mentor the learners. Elearning is extremely student-centric i.e., it puts the process of learning, entirely at the fingertips of the students. Simply by using computers and an internet connection, students can learn online anytime, anywhere and at their own place. Moreover, blended learning supports better instruction and assessment in teaching. The usefulness of blended systems in language learning, English in particular is immense.

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RESEARCH ARTICLE



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Blended Learning as a tool to make learning English at under graduate level more useful an interesting

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Abstract

Why students are not evincing interest in learning English as a second language at the under graduate level is one of the disturbing questions that needs to be addressed at this hour. Students need English in their under graduate level to improve communication skills. The syllabus in the present form definitely requires a facelift so that it can cater to the need of the students, as a number of multinational companies are desperately looking for students with good communication skills. The present curriculum, needs modifications to provide the desired result. Unfortunately the existing pattern is not sufficient to equip the student to succeed in his endeavour to build good communication skills. It is high time we realized that language unlike other subjects is mastered more by listening than by mere reading. Fortunately today we have technology that provides an effective solution.

Blended learning (BL) refers to a judicious mixture of different learning environments to provide optimum benefit to the students. Blended approach is a student-centered approach that integrates online learning with face-to-face interaction. The newly designed approach should focus primarily on two fundamental aspects -1. Understanding correctly what the other person is telling/asking, 2. Answering relevantly and clearly the question that is asked. Unfortunately the present syllabus and question paper pattern is helping students to get through the English exam rather than helping them to learn English language.

The present paper is a humble attempt by the author to address and solve some of these issues and make English a really interesting subject at the under graduate level and aid the student in mastering communication skills.

Introduction

Many teachers engaged in the teaching of English as a second language are apparently losing interest as the syllabus in the present form lacks the zest it is supposed to have. The syllabus definitely requires a facelift so that it can cater to the need of the students as a number of multinational companies are looking for students with good communication skills. The present *curriculum* needs to be reformed if it has to be enthusiastically embraced by the student community and be of help to them in shaping their career.

The interest evinced by students in listening subjects like Microbiology, to core Biochemistry, Electronics, Mathematics or Commerce is sadly absent when an English teacher walks to the classroom. The teacher finds it almost impossible to generate the same interest in the subject and the present curriculum further adds woes to it. Students need English to enhance their communication skills and therefore I feel that the syllabus in the present form should be modified to suit their needs. And this is where blended approach comes handy.

By the time a student attains twenty years and is on the verge of the completion of his graduation degree from an Institution of good repute, there is a bee line of multinational companies, ready to absorb the right candidates, thanks to the technological advancement. Most of the students focus on skills related to logic and computer skills, unfortunately turning a deaf ear to the allimportant communication skills.

As described earlier, the syllabus designed and the instruction provided for undergraduates is certainly debatable and requires a number of areas to be explored with surgical precision. Having seen the students from a close quarter for over several years, I find that there is a dire need to bring a sea change in the design of the syllabus so as enable the students to equip themselves to face interviews in MNCs which is the need of the hour. Unless a complete facelift is given to the existing *curriculum*, English as a second language is going to just remain as a subject to be cleared to attain a graduate degree, sorry to mention this.

The newly designed syllabus should focus entirely on the aspects which would enable the students to effectively communicate in their selected jobs. Let us go to the specifics in the following paragraphs.

At the end of the course the student should have in his armoury the following things:

A strong vocabulary is the basic requisite for any language. Vocabulary is not just a collection of numerous words. When, where and how to use a particular word to effectively convey is important. The usage of majority of the words should be seriously tested. This helps the students to converse in English freely. It is well known that extensive vocabulary aids expression and communication and a person is judged based on his vocabulary. Wilkins (1972) mentions that without grammar, very little can be conveyed, without vocabulary nothing can conveyed. Software pertaining be to phonetics can be of great help in making a student to learn and understand native English speakers' pronunciation. We have the advanced Cambridge Learners dictionary that aids in understanding American/ British

accent. This dictionary also guides us the usage of words in a proper manner.

Students can connect themselves more comfortably with the modern day technology and the electronic devices as they are quite familiar with them. So creating virtual classrooms through online and face to face teaching will provide awesome results. Mere reading of books or pure e-learning could be monotonous, but a judicious combination of both of these is sure to create wonders. The impact of blended learning will go a long way. Studies have shown that BL is highly appreciated and easily accepted by the student community. The fusion of face to face instruction with computer mediated instruction is bound to ignite interest.

Students wishing to pursue their education in foreign soil are required to get through TOPHEL/IELTS examinations. Will it not be a good idea to train students at the graduate level in that direction? Models of online question papers by MNCs to test the students' English should be included in the syllabus. Computer that has revolutionized the living style of the human race as a whole is a boon in the education field. It is undeniable that language acquisition requires the interaction of learners with other learners, instructors, native speakers etc. we can never achieve this solely with the conventional face-to-face teaching technique. The bottom line remains that an intelligent combination of man and machine is the best solution. The studies conducted by Dinara et al. (2016) suggest that the BL produced a positive effect on the ESL (English as Second Language) learners'.

Translation of sentences from mother tongue to English and vice versa must be included in the syllabus. This would act as a cushion especially to the students who want to pursue Journalism in future. Media is ruling the world now and many aspirants are seen in the college who wish to take up this area. Basic grammar, letter writing, precise writing, expansion of proverbs etc included in the present *curricula* needs to be polished. They contribute learning to and communicating English effectively. Topics included in the present syllabus on communication skills also help the students to effectively converse. The only problem that needs to be addressed is the preparation of the question paper and evaluation of the students. A student's answer paper should be judged by not the presentation, but also This was the method of by grammar. evaluation three decades back and hence it was difficult to pass English examination. But now it is not so. I often tell the students that marks to me are just numbers and do not reveal any quality.

At regular intervals on-line examinations should be held to test the students' proficiency in English. Thereby a strong foundation is laid for the students to learn Phonetics. Once student learns to effectively communicate in English, interest can be generated as to how a word ought to be pronounced. Intonation and other aspects included in the present *curricula* will certainly help them to better understand the native English speakers. Students are pretty much aware that a number of Indians are hired for many overseas projects and a good pronunciation will be an asset to them. BL helps to understand native English speakers' accent, intonation and stress. More than the teacher-student interaction, it is the technology that assists students to grasp the nuances of spoken English correctly.

Conclusion

A thorough understanding is required (by the teachers who design English syllabus for undergraduates) as to why undergraduates from all organizations are swarming Spoken English Crash Courses. Students spend two years studying English at their undergraduate level and English medium students write all their exams in English. This new design and the methods of evaluation will certainly benefit students. At the end of the course when they pave their way to MNCs of high repute, they would reap the benefits of BL. It is true that all education is in vain if it does not help the student in earning his livelihood. The society at large has to be benefitted when students put into use their wisdom acquired in college. BL will be instrumental towards achieving this goal. Various researches that have been conducted worldwide prove this point.

Research pertaining to BL has extensively been carried out and many authors have reported great success rates in education system (Bersin, 2004; Sharma & Barett, 2007; Nazarenko Sizykh, & 2009; Veledinskaya & Dorofeeva, 2014). The introduction of this form of training to teaching practice markedly improves the efficiency of the educational process. Fandey (2012) and Popolzina (2014) have reported that BL is highly appreciated and positively rated by the students. Technology based instruction is effective for verbal and written communication (Veledinskaya & Dorofeeva, 2014; Grishaeva, 2015). Many educational institutions throughout the world are using BL as a supplementary tool for expanding students' communication skills as BL creates a personalized mix of face-toface and digital learning experiences for each student. However, few reports indicate that BL had no impact on students' academic achievements. Alshwiah (2010) reported that BL strategy in teaching vocabulary to pre-medical studies did not have any significant impact.

Colleges of high repute have the needed equipment that supports BL. The balance between face to face teaching and technology support needs to be reviewed constantly. The teachers need to be proactive in supporting and making the best use of BL.

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TEACHING ENGLISH TO THE STUDENTS FROM RURAL

AREAS

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Abstract

Language is one of the medium of expressing our ideas, feelings and emotions. And if we think about language in present world then English is one of the most used languages in the world. Students in India are exposed to their language studies right from their primary level. English is taught only as a second language in India and there is a great difference between the urban students and the rural students in adapting to English language. The urban students are exposed to a lot of methods of learning English with ample facilities and special training in schools to improve their Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas rural students have only limited exposure to learn English. Educating students of rural areas in India is also a very important aspect in our country's development. Various ways of teaching in rural areas in discussed in this report. With the help of Non-Public Organizations and Government of India we can eradicate illiteracy from our country. "The basic purpose of life and the basic purpose of education are to enhance one's boundaries of perception. We don't want the children after ten years of schooling here to just survive. They must blossom and flower wherever they go." This paper analysis the true colors of techniques and methods of how to teach English language to the rural learners whom are the back bone of our country.

Key Words: English language, Teaching, Rural students

Introduction:

"English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure; it gives us an introduction to western thought and culture." -M.K.Gandhi

The language is a means through which a child contemplates the past, grasps the present and approaches the future. Language plays an important role in the mental, emotional and social development of a person. Though English is a foreign language, it occupies a unique position in our country. English, today, is one of the major languages of the world. It can also be considered as a vehicle of culture.

"Every advance in science, in engineering, in trade, in politics, in every branch of human thought is discussed, printed, determined and made available in English".- F.G.French

Education in the rural areas:

Education is the most basic necessity in this competitive world to survive and reach heights. Literacy rate decides the power of a country. And this should start right from educating the children who build the next generations. In India there are many rural areas where most of the children are not educated. This is a severe problem which is being faced by our country. To make our India glorious and brighter we must eradicate the term "uneducated" from the dictionary of our country. This dream can be made true in a few days if we implement the various methods of education in rural areas which are discussed in the report. For the development of the country, development and advancement of the rural areas are most important. English can play an important role in the development of rural areas.

Status of Rural and Urban Students:

The Urban students are exposed to a lot of modules and they have the privilege of learning English through different methods. Special training is available in the urban schools to improve the students' Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas the rural students have only limited exposure to learn English. The training provided in schools, is purely theoretical and bookish and English is taught only in the exam point of view. Hence, even after twelve years of learning English as a subject the students hesitate to communicate in English. It is high time to motivate the students, right from their school by creating awareness and the importance of English language. It is necessary that the teacher who teaches in rural areas should encourage the students in learning English language.

Problems faced by the rural students:

The children from rural areas who attend the school in their neighborhoods are not exposed to the same type of facilities and motivated as the urban children. As most of the parents are illiterate, they are not able to guide their wards as educated parents do. Hence, the students' performance lacks parental supervision and guidance which is very necessary for education. The illiterate parents are unable to realize the importance of education and also they do not understand the importance of communication skills which plays a vital role in their ward's career.

In cities, the children get motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation, on the other hand integrative motivation includes the urge to be part of the community which is so strong that drives the child to pick up the language with perfection. Regarding the syllabus, the most important point is in most of the schools English is taught as any other subject. The importance of English as a communicative tool is not realized. So the existing methods followed at rural schools are not enough to train the students to communicate effectively in English. Due to this, the students from rural area who take up professional courses face a lot of difficulties. Since they are not good enough to communicate in English, they miss many opportunities.

There are four Language skills in teaching English Language. They are: Listening, Speaking, Reading, And Writing. This can also be known as "LSRW"

1. Listening: Listening is the one basic skill which makes speaking possible. Nobody can speak a language without listening to it. Even an infant starts speaking in a particular language after listening to it for many months. Students should be given practice in listening to the sounds of the language to be able to recognize them, to distinguish between them to mark stress and recognize and use the right intonation in sentences.

2. Speaking: The most important among the four skills of a language is speaking. Creating and exposing students to English speaking environments should be given foremost importance when speaking exercises are designed. Good speaking skill is an outcome of good listening.

3. Reading: Reading exercises are very important since they help to widen and deepen the student's linguistic skills. Prolonged exposure to reading definitely yields good results.

4. Writing: Among the four skills of language teaching, writing comes in the end. It is *writing which* makes a child gain, full and final control and command, over a language. The source of all knowledge is found out from the written form of a language.

Classroom Activities to Develop LSRW Skills:

- Teachers should conduct multiple classroom activities for developing communication skills in students. Communicative games based on LSRW help to reduce hesitation and develop self confidence amongst students.
- Making students listen to an English conversation, showing English documentaries in the classroom, broadcasting programs, activating the College English board, reading famous sayings related to listening skills and rewarding the super listener after giving the students a challenging listening quiz may be advantageous to the students.
- Speaking activities might be ensued in the form of Theme Presentations, competitions for reading aloud, skits, plays, broadcasting programs, quizzes, and then rewarding the super speaker. The best way to be able to see how our students think, speak and argue effectively is to see them go through a debate. Debate

exercises speaking and listening skills, and targets critical thinking skills as well.

- Motivating students read lessons every day in the classroom and at home, broadcasting program, summarizing stories and reading texts, making their own dictionaries, time for discussing the students reading, reading competitions and rewarding the super reader may be fruitful for students.
- The key in motivating students towards writing is to plan activities that will capture the curiosity of students and that will be fun. Writing competitions, teaching students about writing for specific purposes, and rewarding the super writer may be beneficial.

Methods of Teaching English in Rural areas:

- The primary purpose of English teaching today is to convert pupils into products and hence an effective communication skill comes into picture. Teachers in the rural backdrop of almost all countries where English happens to be a second language have to realize this fact.
- Visuals can help students relate to their roots and in turn motivate them. One cannot deny the fact that visuals speak more than words. In Indian villages, teachings of Lord Buddha, Mahaveera, Gandhi, Tagore and Mother Teresa can ignite the minds of young learners and benefit them.

- T.V beautifully exploits audio and video facilities and can offer learners numberless opportunities of learning language with its proper manifestation.
- Group work and role-play have long been used as tactics to teach English.

Government is already running open schooling, distant learning programs and primary schools in villages. Through primary schools they will send particular English learning packages and one special teacher in every village. There that teacher will form the group along with village people. In that particular project they will first tell the importance of learning English English as an easy subject to learn, the basic need of learning English to get any kind of job through sessions and rally with primary school children. Then they will start teaching English forming groups and that will be handled by that particular teacher sent by the government.

Conclusion:

"The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens."

- Dr. S. Radhakrishnan

As Gandhiji said, if village is destroyed, India too will be destroyed. The restoration of the village is possible only when it is no more exploited. Whatever the wealth one has the real wealth that never gets lost and never be carried from us by any is 'Education'. Such an effective and qualitative education should be provided to all without any difference. Mostly in the classrooms, the teachers are the active speakers and learners passive listeners. This scenario must be changed. Students should be encouraged to take part in communicative based activities. Evaluation should be based on assuring the effectiveness of English language teaching and learning.

Hence it is clear that a lot of change has to be done in Indian rural areas regarding education of children. Many children in rural areas are not getting educated as there are no proper schools, even if there are schools there is no proper management. Also one should analyze that teaching English for children of rural areas is very necessary as it will be helpful in building one's own future.

Thus we can make India a powerful nation whose power lies in its people. The dream of eradicating illiteracy in India will come true. For INDIA to become a developed nation from a developing nation, the difference between the rural areas and urban areas should decrease. Learning and writing English can help in the process.

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RESEARCH ARTICLE



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USING 'MIND MODELLING' AS A STRATEGY FOR TEACHING ESL READING: A STUDY

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ABSTRACT

Reading is not a passive process. Rather, it is an active process in which the reader brings his personal knowledge i.e. knowledge of the language and knowledge of the world. Strategic reading has become a widely recognised phenomenon in the recent years. Researchers now agree to the fact that strategic reading is vital in academic pursuits. This study was conducted as a response to the need to develop effective reading habits in ESL learners. The study attempts to find out the feasibility of a reading strategy in a context where the students are not accustomed to strategic reading in the second language. The findings reveal that the strategy has a positive effect on the students. It has been noted that the students actively participate in the class; they look more articulate and show greater confidence in their approach. Further, their comprehension abilities are also enriched. The participants were 14-year old high school students, who were from a rural background and are at a beginner level proficiency. This present paper is divided into three sections. The first section discusses *The Need of Strategic Reading* while the second one talks about the *Rationale* of the strategy named Mind Modelling. The third one details the *Implementation* of strategy and its *Outcome*.

Key words: Reading, Strategic Reading, Mind Modelling, Comprehension

Reading strategies:

Reading strategy is an activity used to help reading comprehension. "Strategies are specific actions. behaviours. steps, techniques used by students to enhance their own learning" (Scarcella and Oxford 1992). Strategies are goal oriented; that is, the individual initiates them to learn something, to solve a problem, or to comprehend something. Strategies include, but are not limited to, what have traditionally been referred to as study skills such as underlining, note-taking, and summarizing, as well as predicting, reviewing prior knowledge, and generating questions. They help learners improve their own perception, reception, storage, retention, and retrieval of language information.

Need of Strategic Reading:

Reading strategies are important as they facilitate the reading process and make the reader an effective reader. Strategic readers actively construct meaning as they read while interacting with the text. They set purposes for reading, select methods of accomplishing these purposes, monitor and repair their own comprehension, and evaluate the completed task (Nuttal, 2004). Reading comprehension becomes easier for struggling readers when strategies are used consciously and helps the readers become proficient users of the language. Strategies make reading more fun and help one to develop into independent readers. A strategic reader constructs, examines and extends meaning before, during, and after reading for a variety of texts."Teachers who understand that reading is a strategic process environments establish that provide opportunities for children to learn language and learn about language while they are using language for real purposes" (Halliday, 1985).

One of the many problems students face nowadays is not their inability to read but their lack of interest, indifference or rejection of reading. Studies based on reading habits have particularly focused on the importance of the promotion of specific strategies to capitalize on their interests, make reading materials accessible, build a conducive environment, allow time to read in school, provide significant adult models and use motivational techniques (Clary, 1991).

Rationale of Mind Modelling

The technique of mind modelling places a lot of demand on the part of the teacher as his /her aim is to make the process of reading 'visible' so that it becomes easy for the learners to imitate the steps. Since, the aim of mind modelling is to demonstrate the mental processes i.e. the way a 'superior' reader takes while s/he makes sense of the text, the teacher has to be extra careful while displaying the techniques. The main aim of using this strategy is to reduce the confusion of learners about how people read and to make reading a smooth and easy activity.

Mental modelling informs the learners about the reasoning process that lie behind strategic reading (Pani, 2004). By using this strategy the teacher shows the student "how" of reading. To achieve this, the teacher thinks aloud as he negotiates for the meaning of the text. Thus, the students get an idea about how a "superior reader" thinks. Accordingly, the students would be able to adopt the same technique while they are reading. Also, the confusion among the learners about how to read is reduced as they can see the actual process demonstrated by the teacher. This strategy also helps to equalise the power relations between the teacher and the learners, which is a requirements of the pedagogy of possibility (Kumaravadivelu, 2001).

IMPLEMENTATION AND OUTCOME

Before getting into the str encouraged the students to verba of their everyday activities. Ir showed them how to do it by giving examples. For example I talked to them about the activity of getting up from my bed and how I made a cup of tea. After giving an introduction to how to verbalize our thought process, I divided the class into four groups and asked each of the groups to come up with one similar explanation on any topic. Initially, the students couldn't decide on the topics, so 1 had to work with the groups and help them arrive at a topic and also help them in writing down the content. The groups worked on subjects such as: lunch break, doing homework, coming to the school, and reading a difficult lesson. One of the students from each group narrated the content in front of the class. Thus, it was assured that the students understood what verbalizing activities meant. Once this was done and I was satisfied, I moved on to the other stage that is solving certain anagrams to further demonstrate how we verbalize our thoughts. This was done to ascertain that the students were comfortable with articulating their thoughts.

Then I introduced the lesson Marie Curie (New wave series) to them. I tried to elicit

responses from them about who was Marie Curie. After that I gave the students 10 minutes time to read the lesson once and point out the difficult words so that while reading that was not a hindrance. The students reacted well and gave me several words that they thought were difficult. I wrote the words on the board.

After that I started reading the first paragraph. As I read the lesson I tried out to solve my problems and demonstrate them how to do it.

Q.T: fine. Now let us read the first paragraph. T: So what is the meaning of exhausting here? Exhausting years ... and what does it say. Four exhausting years. I know the meaning of four years., exhausting means something about the years... It might be long or something but something that is about the years, about the four years. Okay, let me read it again. For more than four exhausting years, the Polish -born chemist Marie Curie and her husband, Pierre, worked in a large, dilapidated wooden shed near their lodgings in Paris, (text)

So for four years they worked in this large dilapidated wooden shed. Okay so it talks about hard work, exhausting can be hard working. Yes, four hard working years. Right?

S: yes ... hardworking years

T: fine. Now who are we talking about? Polish- born chemist Marie Curie and her Husband Pierre. Now, Polish born means just like India born. That is, they are polish. Polish are the citizen of which country, yes Poland. So they were Polish scientists. Who?

Since the paragraphs were small I read two passages to give them a better understanding

of the technique. I took charge of the I^{st} paragraph, but in the 2^{nd} paragraph, I encouraged the students to think along with me. This was done to give them confidence and better understanding of the technique.

After I finished the first two paragraphs, I encouraged each group to read one paragraph each. While they were doing so, other groups could interfere and give their opinions. This allowed for more interaction and deeper involvement for the entire class. The Students were encouraged to guess the meaning of those unknown words: Exhausting, Polish dilapidated. born chemist. shed, lodgings, pitchblende, clutter, cautiously, spontaneously, emitted, wagon, eminent, stubbornly (already written on the board) by reading the context in which it was used. The students got immensely engaged in the process and their effort to find out the meanings of the unknown words was seen throughout the class. It was also seen that students could actually make the meaning out from the context in many cases. Also, they were able to comprehend the meaning of the longer sentences in a better way.

After the lesson was completed I asked them to answer the questions given at the back. I also asked them to give me the meaning of the words written on the board. I also asked for their feedback. The Students were really excited about this strategy, as this demanded a lot of participation from their side. Throughout the class I could see the students participating with a lot of interest. Moreover, after the class when the students gave me the meanings of the words without any help it was quite clear that they had actually learnt those words. It was also very interesting to notice the students trying to and also being able to comprehend sentences, which had tough words in it. There was an attempt from their side to get out the meaning from the context.

On the whole, I would say this strategy was a grand success as it enabled students to use strategies like inference, using cues to get the meaning, summarizing, reading for the main points, self correction, paraphrasing, reading ahead and back for clues etc. This was a strategy that could be used to encourage our students to become good readers.

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RESEARCH ARTICLE



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ROLE OF BLENDED LEARNING FOR IMPROVING ENGLISH LANGUAGE SKILLS

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ABSTRACT

This paper describes a blended learning course for improving English language skills. Blended learning is becoming more and more popular in recent years for it blends the advantages of traditional teaching and online teaching. It has become one of the most common ways to teach English language due to its double component, which integrates face to face classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. Over the years, teachers and students have to propose new ways. However, the implementation of a blended course must have a pedagogical foundation for each setting where it is planned in order to be developed. Blended learning is a traditional and online learning in order to provide educational opportunities that maximize the benefits of each mode of delivery and thus effectively facilitate student learning. There are many different strategies for implementing a blended learning method of learning. The contemporary society is especially sensitive with regard to the development and the application of innovative technologies and given the fact that current and future university students are increasingly "Digital Natives" the task of language to make the best use of e-learning in teaching language becomes their most acute need and their biggest challenge.

Key words: traditional, pedagogical, opportunities, contemporary.

INTRODUCTION

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student with some element of student control over time, place and path. It also has different names like mixed learning, hybrid learning e-learning and melted learning etc.

Blended learning improves the learning process. It can also increase access and flexibility to learners, increase level of active learning and achieve better student experiences and outcomes. For teaching staff blended learning can improve teaching and class management. Particles. A blended might include:

- Face to face and online learning activities and formats.
- Traditional time tabled classes with different modes such as weekend, intensive, external trimester.
- Well established technologies such as lecture capture or with social media and emerging technologies.
- Simulations, group activities, site based learning particles.

Blended learning is a teaching method that combines time in classroom with online instruction. The addition of technology to academic any program must be accompanied by fundamental process redesign. The website has been designed to provide an infrastructure for participating faculty and institution that includes innovative and ongoing assessment support all of which are necessary for meaningful, sustainable disruptive transformation.

A blended learning activity is designed as a learning process which the student does typically. It involves the students in doing something more than just reading on-screen. The sequence of what the student will do in the blended learning activity is mapped out in advance. This activity may help students achieve the learning outcomes for the unit for example by practicing written communication skill and critical thinking in an online discussion.

Blended Learning Models

Different ways of using blended learning can be incorporate successfully in the classroom. They are;

- Face- to- face Driver
- Rotation
- Flex
- Online Lab
- Self Blend
- Online Driver

Face -to -face Driver

Face to face driver is a blended learning model in which teachers delivers most of the curriculum. Teachers lead the class in a lecture following on established protocol taking precedence and technology being a secondary thought. However, they also produce online resources to supplement or revise course material which students can study at home, in the classroom or in a technology lab.

Rotation

In the rotation model of blended learning within a given course, a student rotates on a fixed schedule between learning online in alone to one, self paced environment and sitting in a classroom with a traditional in to face to face teacher.

Flex

Flex model of blended learning features an online platform that delivers most of the curricula. It's the model where most of the learning is done online and the face to face model exists to provide on provide onsite support for a flexible and adaptive as required basis through in person tutoring sessions and small group sessions.

Online Lab

Online lab is model of blended learning that characterizes programs that rely on an online platform to deliver the entire course and teaching is done online. Teachers interact with students through prerecorded videos, audio and video conferences or discussion forums and email.

Self Blend

The self blend model is a fully individualized approach that allows students to choose to take one or more courses online to supplement their traditional school's catalog. Maximum part of the learning is done online but the student will still attend face to face classes.

Online Driver:

Online driver involves online platform as well as teachers to deliver the curriculae students work from remote location most of the time and come to school for optional or required face to face to classes.

Advantages of Blended Learning for Teachers

- Teaching is less expensive to deliver, more affordable and saves time.
- Blended learning offers flexibility in terms of availability – Anytime, anywhere. In other words, eLearning enables the student to access the materials from anywhere at any time.
- Access to global resources and materials that meet the students' level of knowledge and interest.
- Self-pacing for slow or quick learners reduces stress, increases satisfaction and information retention.
- E-learning allows more affective interactions between the learners and their instructors through the use of emails, discussion boards and chat room.
- Students have the ability to track their progress.

- Students can also learn through a variety of activities that apply to many different learning styles.
- E-learning could improve the quality of teaching and learning as it supports the face-to-face teaching approaches.

Advantages of Blended Learning for Students

- Increase student interest: when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some – like math and science, while also increasing information retention.
- Keep students focused for longer: The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.
- **Provides student autonomy:** The use of eLearning materials increases a student's ability to set appropriate learning goals and take charge of

his or her own learning, which develops an ability that will be translatable across all subjects.

- Instil a disposition of selfadvocacy: Students become selfdriven and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.
- **Promote student ownership:** Blended learning instils a sense of 'student ownership over learning' which can be a powerful force propelling the learning, It's this feeling of responsibility that helps the feeling of ownership.
- Allow instant diagnostic information and student feedback: The ability to rapidly analyse, review and give feedback to a students work, gives the teacher the ability to tailor his teaching methods and feedback for each student, while improving time efficiency.
- Enables students to learn at their own pace: Due to the flexibility of blended learning and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

- **Prepares students for the future:** Blended learning offers a multitude of real-world skills, that directly translate into life skills, from:
 - Research skills
 - Self-learning
 - Self-engagement
 - Helps to develop a 'selfdriving force'
 - Better decision making
 - Offers a larger sense of responsibility
 - Computer literacy

Blended Learning Disadvantages

1. Ineffective use of learning technology tools can waste resources.

If training facilitators and employees are unaware of how to use the learning technology provided, you probably won't get the results you're looking for. Also, if you utilize learning technology tools that are less reliable or do not offer the necessary features, then it may end up wasting resources. This is why it's crucial to find the right tools before you implement your blended learning program in the workplace.

2. Learners must have basic technology knowledge or a willingness to learn. In virtually all blended learning environments you will encounter at least one learner who is hesitant about change. There are also those who may not be familiar with technology and have a steep learning curve ahead of them. To alleviate this issue, you should have support on hand to teach new learners and motivate those who may be more reluctant. It's also important to cultivate blended learning а community that stresses the value of technology in training, as well as the real world benefits it can offer. Set up workshops that employees can attend in order to learn as much as possible about the new training program, and be introduced to the features of the devices they'll be using on a regular basis.

technology 3. High set up and maintenance costs. Purchasing the learning technology for your blended learning program, such as devices and infrastructure setup, can be costly. This is especially true if you have a larger workforce or several departments. However, bear in mind that these are just short term expenses, and that you are most likely saving money in the long run. Even if you have to pay a nominal monthly maintenance fee, you are still receiving the many benefits that a blended learning strategy has to offer.

Conclusion:

Our students are our future. We need to prepare them to adapt and apply the skills they are learning to the tools they will be using. Despite of high demand and the rapid adaption of the blended mode of instruction in higher education the knowledge base of blended instructions is still in its infancy stage. Future of education will be equipped with digital devices and online learning is considered as best form of learning pattern.

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STRATEGIES FOR IMRROVING INTERACTION-UG ENGLISH CLASSROOM IN A.P

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Abstract:

The basic purpose of life and education is to enhance one's boundaries of perception. We don't' want students to just survive with their degrees but to blossom and flower wherever they go. So, the teacher-student interaction is the main pedagogical aspect in UG English classroom in A.P. Of course the interaction is existing, but it should be improved a lot. This paper, based on the author's prior investigation and research, discusses the strategies to improve teacher-student interaction from the theoretical and empirical perspectives. The strategies are as follows: the Teacher should approach students constantly to answer questions; the teacher should attend on all as far as possible; evaluate the strength of a student; encourage different or shy students to speak; listen actively to students during discussion; do a networking exercise; ask early for feedback from students etc.

Keywords: Teacher-student interaction, English teaching strategies, focused interaction, teacher's role.

Introduction

English in India today enjoys its own importance in many spheres of human activity.... Science and Technology, Commerce and Social Sciences. "Barriers of race, colour and creed are no hindrance to the continuing spread of the use of English....it is the official language of international aviation, and unofficially is the first language of international sport and the pop scene." ¹Thanks to Liberalization, Globalization and the development of IT, English has become a necessity for employability. So, the main focus now is on communication skills in English, which the young generation feels will get them not only jobs but also a respectable economic status in the society. As a result, there is a paradigm shift in the learning of English. Especially in Andhra Pradesh in India, there is a lot of need to improve the speaking skills of UG students, because, it is inevitable, initially, for students to use the tongue in their discussions. mother According to a critic

"An English language classroom should have English in it, and as for as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible. For

that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' mother tongue."2

The following are the strategies for improving interaction between the teacher and the students.

1. To make the classroom interaction effective

The teacher has to do everything possible to transform the students from passive observers to active learners. "Most successful teachers move around the classroom to some extent. These is how they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group"³ Get the students out of their seats frequently to work in groups while analyzing an issue. Students learn more and remember more when they actively participate. Working in pairs at the start of every class gets everyone engaged, not just the people who raise their hands, but those who wish to share their thoughts with one another.

Eliciting: Tips and Tasks

Eliciting means of drawing out information, language, ideas etc., from the students rather

than having the teacher give them. It is a technique based on the principles that:

- Students probably know a lot more than we may give them credit for;
- Starting with what they know is a productive way to begin new work;
- Involving people in questions and answers to move towards new discoveries is often more effective than simply giving 'lectures'.

There are three steps to Eliciting

- The teacher can convey a clear idea to the students, perhaps by using pictures or gestures or questions, etc.
- They then supply the appropriate language, information, ideas, etc.
- ✤ The teacher can give them feedback

The teacher has to adopt the following effective eliciting techniques:

- **a.** Remain silent when it is obvious a learner is still thinking.
- b. If a learner cannot answer, ask another learner.
- c. Effective questions: Does anyone know....? Can anyone tell me? Do you know....?. Tell me.....

- d. Use encouraging language, e.g.. well done! Great work!
- e. If a learner is halfway to an answer, encourage him/her further by giving some prompts.
- **f.** If a learner is almost right, tell him/her not quite, smile and encourage him/her further.
- **g.** Use intonation to indicate which part of a sentence is correct or incorrect.
- Write a half-right answer on the board and encourage learners to correct it.
- **i.** Don't immediately give the answer.
- **j.** If a learner is wrong, gently ask another learner to answer.
- **k.** If a learner is wrong, ask him/her to try to correct himself/herself.
- Reject learner's wrong responses in a tactful way.

2. Approach students constantly to answer questions

The teacher should have a habit of talking to each student by name to answer questions without first asking for others. This keeps the whole class more active. It takes not more than three or four minutes without getting one of the students to speak. He should see to it that the students are on their toes, knowing that he might approach them by using social media like Watsapp, Twitter, Face book etc. at any time to answer a question. So, according to E.G. Vedanayagam

Teacher attention is one of the most basic of all influences on student's behavior. The teacher's smile, words of encouragement, praise, evaluation and silence powerfully affect student behavior. Systematic use of attention makes the teacher successful changing in the behavior of students socially and academically."4

3. The teacher should attend on all as far as possible

If two or more students raise their hands simultaneously, the teacher should reassure those not consulted that he won't forget to come back to them for their questions in a moment.

4. Evaluate the strengths of a student

If one student is particularly adept at a particular skill set, point it out and have an expectation for the student to be an "expert." This raises the student's place in the class and encourages him / her to stay abreast of the topic. The teacher has to find a dozen students like this in his class for a variety of topics by being specific in his praise. The teacher should not say that it is a well written paper, but indicate exactly what about the ideas, or wording, or structure of the paper he felt made it outstanding.

5. Encourage diffident or shy students to speak

"Manv students are too shv. or embarrassed, to ask questions or make comments in front of their peers. At the same time, some professors actually do not like students to ask questions because they feel it their authority. threatens Questions, however, are a valuable means of getting feedback on what your students are learning, what they are having difficulty with, and how you can make your teaching *more meaningful – and enjoyable – for you* and your students."⁵

In such a situation, the teacher has to protect the soft-spoken and encourage diffident and shy students to speak. He should not allow loud students to dominate the classroom discussion. He has to go to those who don't speak much. In mv experience in a particular situation one student was shy, hesitate to come to the front of the class to talk. Surprisingly, she was an excellent student and wanted to overcome her fear of public speaking. I worked out a plan with her to allow her, for the first few times, to present from her seat instead of coming to the dais. This helped and she made great progress talking in class. Another idea is to pose a question and give the students a few moments — this allows students to formulate their thoughts before the discussion begins.

6. Listen actively to students during discussions

During discussions, maintain strong eye contact with the student speaking so that they will have teacher's complete attention.

The students want to be heard. By nodding, smiling or otherwise acknowledging the student, the teacher shows that he is totally committed to listening and understanding what each student has to say. He has to give critical feedback, but look for ways to compliment the student for the observations so the student feels encouraged. He has to supervise the class discussions so that don't digress too far off their work.

7. Incorporate peer review

When students make presentations, which they should do frequently, the teacher has to encourage peer review. He should also get students to teach and learn from each other. It engages them more than the teacher doing a solo act.

8. Do a networking exercise

In some of the early classes in the semester, the teacher gives students a three-minute "networking" exercise. Before it starts, he stresses the importance of networking (making contacts and meeting key people) to their careers. Then he asks them to stand up, move around the room and find a student they don't know or know very little. He has to give them an exercise (such as a question relevant to the class or finding out something unique about the person) and then let them report back to the whole class on what they learned from each other.

9. Ask early for feedback from students

Three possible questions to be asked are: What is helping you learn in this class? What is getting in the way of your learning? What are your suggestions for the rest of the students? The teacher allows them a leisurely ten minutes of silence to write their answers. Tell them they are welcome to hand the answers anonymously if they'd prefer. He has to repeat this exercise about two months. It will give him valuable information about what is and is not working, allowing him to change, modify or tweak what he has been doing.

The teacher has always to report back to the class on what he learned from the feedback and the changes he intends to make as a result. He has to make it clear that he welcomes frank and constructive feedback from students and he implements the changes he promises to make. This exercise will empower the students and send the message that he cares about how they are doing in the course, and that he is open to making changes for their benefit.

Conclusion:

Summarizing discussions the above. teacher-student interaction is important in UG English teaching especially in A.P. Teacher professional development pays a crucial role in improving the quality of it, as English teachers' language competence as well as their beliefs, notions, attitudes towards English language, and teaching will influence their decisions and strategies in teacher-student interaction. operating Besides, the assessment system also affects the quality of it. Nowadays, our government plays more attention to teacher training programmes like Train the Trainer and tries to improve the quality of teachers. We are confident in improving learning the

efficiency, cultivating students thinking abilities, and promoting their physical and mental development.

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RESEARCH ARTICLE



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ROLE OF BLENDED LEARNING IN FULFILLING THE NEEDS OF MODERN LEARNER

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Abstract:

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods Technology-based training emerged as an alternative to instructor-led training in the 1960s on mainframes and mini-computers. The major advantage that blended learning offers is scale, whereas one instructor can only teach so many people. One example is <u>PLATO</u> (Programmed Logic for Automatic Teaching Operations), a system developed by the University of Illinois and Control Data. "Blended learning allows students to work at their own pace, making sure they fully understand new concepts before moving on. A classroom environment that incorporates blended learning naturally requires learners to demonstrate more autonomy, self-regulation, and independence in order to succeed. If teachers offer a form of initial program orientation before introducing blended learning strategies, it can better prepare students to feel confident navigating the different components and developing a stronger sense of independence.

Key words: combines, mainframes, environment, independence.

Introduction:

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. It relearquires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Blended learning methods can also result in high levels of student achievement more effective than face-to-face learning. By using а combination of digital instruction and oneon-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention. "Rather than playing to the lowest common denominator – as they would in a traditional classroom - teachers can now streamline their instruction to help all their students reach full potential." Proponents of blended learning argue that incorporating the "asynchronous Internet communication technology" into higher education courses serves to "facilitate a simultaneous independent and collaborative learning experience". This incorporation is a major contributor to student satisfaction and success in such courses. The use of information and communication technologies have been found to improve student attitudes towards learning. By incorporating information technology into class projects. communication between lecturers and parttime students has improved, and students to better evaluate were able their understanding of course material via the use of "computer-based qualitative and quantitative assessment modules".¹

Blended learning also have the potential to reduce educational expenses, although some dispute that blended learning is inherently less expensive than traditional classroom learning. Blended learning can lower costs by putting classrooms in the online space and it essentially replaces pricey textbooks with electronic devices that students often bring themselves to class.

A lack of consensus on a definition of blended learning has led to difficulties in research on its effectiveness in the classroom. Blended learning is also highly context-dependent and therefore a universal conception of it is hard to come by. Blended learning strategies vary according to the discipline, the year level, student characteristics and learning outcomes, and have a student-centred approach to the learning design. Blended learning can increase access and flexibility for learners, increase level of active learning, and achieve better student experiences and outcomes. For teaching staff, blended learning can improve teaching and class management practices. A blend might include:

• Face-to-face and online learning activities and formats

• Traditional timetabled classes with different modes, such as weekend, intensive, external, trimester

• Well established technologies such as lecture capture, and/or with social media and emerging technologies

Whatever the mix, the goal is to empower the individual to achieve understanding of a given topic, become self-sufficient, improve his or her job performance and ultimately drive results that support business objectives. Blended learning can support a variety of informal learning processes. A just-in-time approach to learning brings with it new challenges and new opportunities. Training professionals need to have a strong understanding of the suitability of various tools to achieving learning objectives. Ultimately, good blending is about establishing a balance between the instructional advantages for the learner and the learning objective. Blended learning captures the best of both worlds by allowing learners to pick and choose how they want to learn and affords them greater flexibility and convenience about when they want to learn. It can be as simple as combining two different learning methods (reading a book before going to a classroom) or as complex as obtaining a degree via a longer-term distance education program. According to several recent research reports place through formal activities such as leader-led classes, seminars or structured courses. However, most corporate training initiatives focus their efforts and their budgets on formal training. Since most of learning occurs in informal settings,

<u>Blended Learning Benefits to modern</u> <u>learner</u>

The advantages of this method are far more important than one might think, as they affect not only the trainees, but also the trainer and the learning process itself!

1) Learner is more engaged using a variety of content types

The reason why books for younger ages are illustrated is rather simple. A child is much less likely to sit down and read pages and pages filled with text. Firstly, we take into account the comprehension level of the learner, and realize that pictures will make

the material easier to understand. Second, in the instances that the material presented is easy to grasp, the illustration is oftentimes a good way to help the learner sink-in the information faster. Another good way to have that effect is presenting the learner with practical examples of the theory taught. To achieve engagement, the blended approach in learning uses a plethora of different material types. Video, audio and visually enhanced presentations are included in a blended learning course design to help keep learners engaged and, also, to make sure that all material is easily understood something that is not always the case in the fast-paced environment of a physical classroom.

2) Different learner, different learning style

You might think "and how am I supposed to account for everyone?!" The answer, as in most cases, is that you can't always make everyone happy. However, diversifying your teaching methods is a good way to approach the issues that arise when you offer an online course to a possibly large amount of individuals from all over. This could not be truer for the traditional training model as well, whether we are talking about a classroom full of students, or a business training environment.

As advanced as technology may be, some things are just not doable in the physical education environment, and that's where the benefits of blended learning shine.

Two of the many reasons that eLearning is very appealing to instructors is that it allows updating and tweaking of material on-thefly. An awesome feature that some Learning Management Systems (LMS) offer is <u>Reporting</u>.

Reporting is not only good because it allows for a graphical representation of information found within the LMS: it's also a good way to have a quick overview of what learners are doing, how far they've progressed, how they score in different kinds of testing methods, amongst others features. By trying out different methods of testing, quizzing, and even different types of material, a professor has the ability to tweak around how much emphasis they give on traditional types of material in eLearning (such as text and video), and how much they want to diversify using other types of material or testing methods. This one is probably the most useful of the blended learning benefits, as it helps training become much meaningful more in practice, with the eLearning process being adjusted according to the learners' progress.

3) Improved feedback

Blended learning greatly affects the way feedback is facilitated. To begin with, by testing and quizzing online, as mentioned above, the trainer has the time to arrive to conclusions about the learners' performance without wasting valuable time from the class. Blended training allows for feedback to be prepared from home, and then, harvesting all the benefits of blended learning,

Advantages

Some online institutions connect students with instructors via web <u>conference</u> technology to form a digital classroom. These institutions borrow many of the technologies that have popularized online courses at the university level. Some

advantages of blended learning, particularly at a Kindergarten to grade 12 level of education, can be found under the general concept of educational technology. It is also of one the most effective ways for personalized learning at scale. Blended learning supports the use of standards as a way to manage quality and ease of use. This includes multiple kinds of standards: interoperability standards like the SIF specification from A4L or the Learning Tools Interoperability specification from IMS Global Consortium or academic standards like state standards and Common Core State Standards, which encourage integration of technology into a variety of subjects.[30]

Technology-based training emerged as an alternative to instructor-led training in the 1960s on mainframes and mini-computers. The major advantage that blended learning offers is scale, whereas one instructor can only teach so many people.^[15] One example is PLATO (Programmed Logic for Automatic Teaching Operations), a system developed by the University of Illinois and Control Data. PLATO in particular had a long history of innovations and offered coursework from elementary to the college level. Mainframe-based training had a number of interface limitations that gave way to satellite-based live video in the 1970s. The advantage here was serving people who were not as computer literate. The major challenge was the expense required to make this work. In the early 1990s, CD-ROMs emerged as a dominant form of providing technology-based learning as bandwidth through 56k modems weren't able to support very high quality sound and video. The limitation to CD-ROMs was tracking completion of coursework. so learning management systems emerged as a way to facilitate progress tracking. The aviation industry used this heavily to track how well one did on courses, how much time was spent, and where someone left off. AICC, Aviation Industry Computer-Based Training Committee, was formed in 1988 and companies such as Boeing used CD-ROMs to provide training for personnel. Modern blended learning is delivered online, although CD-ROMs could feasibly still be used if a learning management system meets an institution's standards. Some examples of channels through which online blending can be delivered include learning webcasting (synchronous and asynchronous) and online video (live and recorded). Solutions such as Khan Academy have been used in classrooms to serve as platforms for blended learning.

Blended learning combines the benefits of classroom training with technology-aided learning to cater to the emergent needs of modern learners. While classroom environment can be utilized for discussions and face-to-face interactions, other modes of content delivery can be employed to make sure all the leanings needs of learners are duly met.

Here are some tips to get your blended learning initiative started and stated for success:

<u>**Create Innovative Content:**</u> The proof of the pudding is in its taste and success of any e-learning initiative is in the content. With a varied array of interesting content, it will be easy to convince learners to adopt new way of learning. Not all content development has to be very expensive. You can opt for free or affordable content until you build up your organization's confidence in blended learning. Ended learning is a buzzword in teaching, but what does it really mean for the learner? We take a look at the practical impact that flexible and creative approaches to blended delivery is having on different kinds of learners in a range of higher education (HE) and further education (FE) institutions.

Yet, when the institution surveyed their students, they found widespread concern about a lack of consistency in their digital experiences. In findings likely to be replicated in institutions across the country, some lecturers used technology as a matter of course, others not so much, and students observed a big difference between those simply producing digital resources .Social media, for example, is already a crucial ingredient in most students' lives, but its potential for colleges and universities is only just being realized. Managed social spaces can encourage students to collaborate informally outside of directed teaching time, by talking to each other about their work using their own devices. The college's blended learning places particular emphasis on developing the skills for students to keep themselves and others digitally safe; they collect digital badges for study skills, but also safeguarding and personal development activities. The college reminds them that while social media can be a useful learning tool, everything they post leaves a digital "footprint" - which could have implications for their future employability.

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Special Issue-3,

English through art: an ELT enrichment C. KALYAN CHAKRAVARTHY,

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Abstract:

Most ELT practitioners know what attracts students and why one course book is more popular than another. Undoubtedly, much of it depends on the layout and the colourful pictures. If images are so motivating then why not go a step further and use famous paintings to engage students? By using the universal language of visual art to bridge language barriers we are also enriching students by exposing them to a variety of world cultures and experiences. Paintings from all over the world can be used in the adult classroom as well as with young learners. In this paper we will explore how paintings can be used as 'launch pads' to practise and develop various language skills and sub-skills. Your 'tourist' days in an art gallery are over: never again will you look at a painting and not think of how you can adapt it for use in the classroom. In this paper I try to demonstrate that creativity in the language classroom is not limited to the gifted and talented but is something that any teacher can try to apply (Maley& Peachey, 2015).

Key words: Undoubtedly, cultures, talented.

WHY ART?

Many teachers have at some or other stages of their teaching career effectively used songs in the classroom. Art, on the other hand, is under-exploited and yet if we think about it, art is everywhere. Art and design are everywhere – in the clothes we wear, in the cars we drive, in the way we arrange food on our plates, and in the way we furnish our homes. Yet few of us make much use of art in our language classrooms.

When we choose a colour or a piece of attire we are react to what we see and make aesthetic judgements about it. So we are all visually literate to an acute degree and highly discriminating in our tastes. Art also provides teachers with an opportunity to create lessons that will live long in their students' memories (Grundy, Bociek, & Parker, 2011, pp. 7-12).

RELATIONSHIP BETWEEN ART AND LANGUAGE

The essential point is that art stimulates description or provokes comments. This language can then be fixated on in the classroom. In our case it is not so much Oscar Wilde's 'art for art's sake' but art as a means to an end. The aim of this practical paper is to provide art-based activities that stimulate language learning, although, of course, alerting students to art appreciation is a desirable by-product (Grundy, Bociek, & Parker, 2011, pp. 7-12).

REASONS FOR USING ART IN THE CLASSROOM

As shown by Keddie (2010) and Lightfoot (2008), there are several reasons for using art in the classroom. To begin with *art uplifts us aesthetically*, enhancing the learning environment. A home without pictures, posters or paintings is a bare, unwelcoming place. Remembering

Krashen's (1985) seminal work on the affective filter, we should try to create an environment conducive to learning. After all, as Wilhelm Von Humboldt famously said, "You cannot teach a language; you can only create the conditions under which it might be learned." As a substitute of irregular past tense posters why not we enhancethe classroom with posters of paintings? Convert your classroom into an art gallery. Art is such an accessible resource when you consider all the old calendars we accumulate over the years and postcards we buy from museums and art galleries in a fit of enthusiasm when abroad. We could also surprise students one day and supplant all the 'boring' stuff with colourful posters. Not only are you offering them *variety* but this same variety can also act as a springboard to learning. It will arouse the students' curiosity and take them on journeys hitherto unknown. Above all art is *communication*. We are not necessarily interested in the artist's message, if ever s/he had one. Once the painting is out there, it no longer belongs to the artist. It is our own response to it that can be shared in the communicative language classroom. There are tens of paintings that will undoubtedly spark the *imagination* and unlock creative thought (Keddie, 2010; Lightfoot, 2008).

USING ART IN THE ENGLISH LANGUAGE CLASSROOM

1. Controversial art quotes

To begin with you can look up some controversial art quotes on the Internet. Below, I have given some examples:

Spending public money on art is a waste.

Art is something which generates an emotional reaction.

Should art need to be 'explained'? Graffiti isn't art; it's vandalism. It's shocking how much some fashionable artists earn.

A picture is worth a thousand words.

Rationale: Students are slowly drawn into discussing art, warming up to the subject as it were. They can be taught, before or after, the language of opinion, the language of negotiation, and the language of presentation.

Learning outcomes: By the end of the activity students should feel more comfortable talking about abstract subjects, using functional language.

Procedure: Students are given a quote on a card and asked to discuss it in pairs. After about five minutes, and assuming there are 12 students in class, students are then regrouped into two groups of six, each group having six different quotes to report on. The teacher monitors and notes down language for error analysis.

2. What makes a work of art?

Alternativeprobability of introducing art in the classroom in a common way while producing language is by asking the question: '*What makes a work of art*?'

Rationale: Students of a higher level become more familiar with developing arguments, using the language of opinion and persuasion.

Learning outcomes: By the end of the activity students should have become more familiar with discussing art, and able to present and defend an opinion.

Procedure: Show students Duchamp's *Fountain* (http://goo.gl/BROk6w) and observe their reaction, and then ask 'Is this a work of art?' There is no right or wrong answer for this since the answer is invariably subjective. You can, however, guide students by asking a couple of more questions. Students are individually asked

to make a list of their criteria for what art is by considering these questions

What should an artwork provide to both the maker and the viewer?

Who is it for?

Where does one encounter art?

What is the role of the artist?

In pairs or groups the students then have to discuss what criteria they have in common and which they disagree about (MoMALearning, n.d.). The teacher should monitor and pick up language for error analysis.

3. If they could talk...what would they say?

(adapted from Cruz Arcos Sorando, 2012) *Rationale:* Students are encouraged to use their imagination or use past experiences to talk about possible reminiscences of where the objects have been, what they have seen, who they have met, etc. I chose paintings of a pipe, a hat, a pair of shoes and a chair. You could also use an umbrella, a cigarette, a pen, or some keys. This is an ideal activity to use in the test/teach/test mode to find out how well students are using tenses, and teach/revise later if necessary.

Learning outcomes: Students will need to use all kind of tenses in the active and passive voice.

Procedure: Find paintings of common everyday objects. Put students in groups and give them a different picture per group; in my case, Magritte's pipe, VanGogh's chair, a yellow straw hat, and a pair of shoes. Give them time to discuss the objects and think of answers to the questions *where/what/who...?* After 10 minutes, regroup and create groups that will have representatives from all the groups. The new group will now consist of someone who talked about the pipe, someone who talked about the hat, etc. In this way you take a back seat and facilitate student-student feedback.

4. Why are you smiling Mona Lisa?

Rationale: Since all students are familiar with the *Mona Lisa* (http://goo.gl/HcOIu4), they are here building on the familiar but experimenting with the less familiar language.

Learning outcomes: Students should produce modals of probability and possibility during this activity, e.g. "*she might be smiling because… she could be smiling…*" If students get them wrong then the teacher should follow up with a lesson on modal verbs.

Procedure: The picture is shown to students and are asked if they have seen it before. They are asked who the artist is and where it can be seen. Then, they are given a three lines handout as below:

Why are you smiling, Mona Lisa? In twos think of three reasons:

1	
2	
3	

.....

Students then share their ideas and find out if there are any common ones. The teacher can further exploit the subject by giving students the handout in Figure 1 and asking them to do a picture dictation. The template drawing should be on both sides of the page, one to create themselves, and one side to draw according to instructions given by a partner. At first students are 'finish their drawing' asked to individually. When they do so, they put their chairs back to back and Student A dictates her drawing to Student B who draws information on the unfinished

template. Student B can ask clarifying questions. When that is done, Student B then dictates her drawing to Student A.

FIGURE 1: PICTURE DICTATION



Fill in the missing parts making her as modern as you wish. Then describe her to your partner.

(Source: <u>http://www.kleuteridee.nl/kunst/</u>) Finally, the pair show pictures to each other to see how accurate their reproduction and communication were.

5. Ferdinand Georg Wald Müller's *After School* (1841)

This painting shows a group of pupils, boys and girls outside a school (http://goo.gl/afN2lf).

Rationale: Again students are introduced to an artwork that could be an end in itself. When the picture is described and compared it to a similar scene from nowadays, students will naturally produce and use the present continuous and present simple tenses.

Learning outcomes: Besides the grammar, students would have used lexis to describe clothes, looks and actions. This activity can be also be used for lower levels.

Procedure: Students are asked if they are familiar with the painting, if they like it, etc. They are then told to look carefully and in twos, threes or groups (depending on the logistics of the classroom) discuss in what way these children of 150 years ago are different from children of today: e.g. no shoes, girls wearing head scarves, no branded school bags, no uniforms, the

boys are wearing hats and knickerbockers, etc.... The teacher watches out for language, checking whether students are describing picture by using present continuous and talking about the people nowadays by using simple past. Depending on the teacher's style of teaching, she could first model: The boys in the picture are not wearing any shoes. Today all schoolchildren wear shoes. Alternately, she could adopt а test/teach/test mode. Through discrete monitoring, the teacher finds out what they produce and then builds on it. Finally, working on their own, students are asked to iot down the advantages and disadvantages of wearing a school uniform. Students are grouped based on who has more advantages or more disadvantages. Some more minutes are given for the new groups to compare their 'arguments'. Finally, a debate is set up, with a chairperson, a minute-taker, etc.

CONCLUSION

Given art's many uses in the English language classroom, perhaps Oscar Wilde's idea that "All art is quite useless" can be slightly modified to read "All art is [not] quite useless."

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TRADITIONAL VS MODERN APPROACHES IN TEACHING

ENGLISH

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Abstract:

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. A more general approach to teaching a foreign language, the aim in teaching and learning a second language must be to develop communicative competence. In CLT, grammar is not studied per se as in the grammar translation method and practice just for the sake of practicing as in the audio-linguistic method is not a part of the technique either. Rather, the method includes working on grammatical, sociolinguistic, discourse and strategic competence in the development of the four skills – reading, writing, listening and speaking. The process of learning a foreign language is a more natural one, similar in many ways to that which occurs when learning the mother tongue. There are two types of CLT – weak and strong. In weak CLT, the aim is to provide the student with the chance to use language to communicate so role play is a popular teaching method.

Key words: Underlying, theoretical, competence.

INTRODUCTION:

The process of learning a foreign language is a more natural one, similar in many ways to that which occurs when learning the mother tongue. There are two types of CLT – weak and strong. In weak CLT, the aim is to provide the student with the chance to use language to communicate so role play is a popular teaching method. Strong CLT, on the other hand, advocates that by using the language, the language is learnt so there is not much use of supportive texts and role play scenarios. Either way, the role of the teacher is to facilitate rather than dominate and the students are active participants rather than passive learners as in, say, the grammar translation and audio-lingual methods.

There are many other methods used in foreign language teaching, but it is rare to find one technique being used without influence from the others. Practicing teachers use a variety of methodologies to build up their own personal methodology which is basically whatever seems to work best in the classroom. What is clear is that grammar rules do need to be learnt to some extent at least. While it may not be acceptable in theory, most teachers use translation when they can or really need to, listening and speaking skills play a vital role in the learning of a new language - it is just that none of these things can be done in isolation.

In the school setting all educators are concerned with two important variables; learning and teaching. It is the primary concern of all educators that students at the end of the course or a particular session will learn something out of it. Coinciding with this idea is making learning take place successfully for each learner. To make learning successful, there should be a match in the teachingstyle with the learning style of each student through varied techniques. Teachingand learning coincide with one another in a way that learning becomes successfulif facilitated with better teaching.

When we talk about teaching methods then our society divides into three groups; one groupfavours the traditional teaching methods, second group favours modern teaching methods and third group is the one who supports the combination of both for effective teaching. In this article I will explain that what are the pros and cons of each teaching method and how we can integrate both traditional and modern teaching methods for effective teachingsound education system is the prerequisite for the development of any nation. This is a well-known fact that our education system still relies on traditional methods and there is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system. There is a difference in the opinion of the people regarding the use of traditional teaching methods and modern teaching methods. Some people say that traditional teaching methods are best for imparting the education in the students while some favour that we should use modern teaching methods for giving quality education. In my view there is a need of maintaining the balance between the use of traditional and modern teaching methods. Both traditional and modern teaching methods should be used simultaneously for the betterment of education.

Before going deep into the discussion first let us have a look on the both traditional and modern teaching methods with the advantages and disadvantages of each system-

TRADITIONAL TEACHING METHODS:

In most parts of our country traditional teaching methods are used in the educational institutions. In the traditional teaching method, teachers illustrate the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard. After the lecture is over students revise their notes and try to memorise the notes. The main objective of traditional teaching is to pass the examination. Traditional teaching system has its own merits and demerits.

MERITS OF TRADITIONAL TEACHING METHODS:

Traditional teaching methods used in the educational institutions have many advantages. These advatages can also be seen as disadvantages of modern teaching methods-

Traditional teaching method is cheaper than the modern teaching methods which make it more suitable in the schools of rural areas.

- Some subjects like mathematics or chemistry are best taught on a blackboard as there is a need of explaining the concept at each every step.
- There is more interaction between the teacher and student in traditional teaching methods as compared to the modern teaching methods. We can also say that in traditional teaching there is more discipline in the class.
- In traditional teaching methods teacher does not require any special technical knowledge and can focus

more on his subject for imparting the best knowledge to the students.

• traditional teaching methods don't put any strain on the eyes of students whereas modern teaching methods can adversely affect the eyes of the students.

MODERN TEACHING METHODS:

From the last decade the use of high tech equipment in the educational institutions is increased with a rapid rate. Now there are lots of modern gadgets which can be used for improving the teaching in the classroom. Here is the list of most popular equipment which can be used in modern teaching-

Use of computers or laptops with wi-fi connection in the classroom- This is the most important tool of modern teaching methods. Teacher demonstrates the subject on his laptop/computer which is connected to the laptops/computers of the students through wi-fi connection. This type of teaching is seen mostly in the higher education institutions which have good infrastructure.

Use of LCD projector in the classroom-Use of LCD screens in the educational institutions is becoming very common nowadays. Teacher prepares the power point slides and which are displayed on the LCD screen with the help of a projector. The projector can also be connected to a laptop/computer for displaying the relevant videos of the subject on the projector.

Use of interactive whiteboards in the classroom- Whiteboards are very interactive and provides the touch control of the computer applications. On whiteboard a teacher or student can draw, write or manipulate images so providing a very interactive and interesting platform.

The main advantage of whiteboards is that it can show anything on it which can be seen on the computer.

THE OTHER LESS POPULAR MODERN TEACHING METHODS INCLUDE:

- Use of digital games in the classroom
- Use of special websites or blogs for teaching in the classrooms
- Use of microphones for delivering the lecture in the classroom

MERITS OF MODERN TEACHING METHODS:

Modern teaching methods have various advantages over traditional teaching methods. These merits can also be viewed as disadvantages of traditional teaching methods-

Modern teaching methods create more interest among the students with the help of interesting animations and videos.

Research has shown that use of visual media for teaching helps the students to understand the subject better and also helps students to memorise the concept for longer time.

With the help of modern teaching methods teacher can cover more syllabus in lesser time as they don't have to waste their time in writing on the blackboard.

Videos and animations used in the modern teaching methods are more explanatory than the traditional blackboard methods.

INTEGRATION OF MODERN AND TRADITIONAL TEACHING METHODS FOR EFFECTIVE TEACHING:

Till now we have studied that both modern and traditional teaching methods have their own pros and cons. So it will be beneficial for our education system to combine the advantages of traditional and modern teaching methods for effective teaching. Here main question arises that how we can combine both traditional and modern teaching methods for effective teaching? Let me explain this with following points-Blackboard and LCD projectors can be used simultaneously in a classroom; for teaching complex mathematical equations teacher can use blackboard while theoretical subjects can be taught on a LCD projector with the help of slides.

Practical subjects of basic sciences and engineering can also be taught best with the help of combination of both traditional and modern teaching methods. Teacher can explain the theory on a blackboard and for better understanding of the procedure of the experiment videos or animations can be used.

There is also another aspect through which we can combine both traditional and modern teaching methods for better teaching. Teachers can teach the subject first through traditional methods and then can take the help of modern teaching methods for revising the subject.

CONCLUSION:

I think main motives of the education should be to build the overall character and to bring the all-round development of the students. There is no point in discussing that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods.

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ENGLISH LANGUAGE TEACHING BLENDED WITH TECHNOLOGICAL TOOLS

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Abstract

In the context of unprecedented challenges presented by the forces of globalization, there is a need for a massive and sustained re-imagining of the commitment to higher education. Consequently there is an urgent need to revise priorities and plans in order to reduce the gap between the fast changing technology, and the incompatibility of our education system. Institutions of higher learning hold the greater responsibility of improving quality of education through the application of innovative and transformative tools and learner oriented activities. In the modern technological age, the transformation in the teaching methodology with the adoption of online teaching resources and multimedia in the language classroom has led to the need for more careful planning and preparation on the part of the teacher. Combined with these are the academic guidelines which specify the expected level of language proficiency of students after they have completed their specific courses of studies. This Paper aims to focus on the emerging trends and methodologies in English language teaching which can empower the language class room and enable the learner to use English in a proficient and accurate form.

Keywords: Challenges, Globalization, transformative tools, English Language Teaching

Introduction

In the context of unprecedented challenges presented by the forces of globalization, there is a need for a massive and sustained re-imagining of the commitment to higher education. Consequently there is an urgent need to revise priorities and plans in order to reduce the gap between the fast changing technology, and the incompatibility of our education system. Institutions of higher learning hold the greater responsibility of improving quality of education through the application of innovative and transformative tools and learner oriented activities. In the modern technological age, the transformation in the teaching methodology with the adoption of online teaching resources and multimedia in the language classroom has led to the need for more careful planning and preparation on the part of the teacher. Combined with these are the academic guidelines which specify the expected level of language proficiency of students after they have completed their specific courses of studies. This Paper aims to focus on the emerging trends and methodologies in English language teaching which can empower the language class room and enable the learner to use English in a proficient and accurate form.

New and Effective Modes of Teaching

Many teachers in colleges of higher education even now, continue practising the mode of text book and black-board teaching of English language. When giving lectures, they use "didactic" teaching that puts the textbook at the center and students into passive learning. This kind of English teaching needs to be improved as the present college demographics and the unique characteristics of the current generation learners expect a great deal of innovation in teaching modes and modules. The traditional methods of teaching English have been gradually replaced with technological inputs making teaching and learning not only interesting but also effective. Teachers should use multimedia based English teaching and focus on the principles of students' cognitive and self-learning ability. This mode of English teaching is the reflection of quality education and the requirement of information age.

Of late, multimedia technology has made great progress. With this rapid progress, it now has become feasible and applicable to integrate multimedia into the English teaching and learning. Multimedia has textual, graphic, audio, and video material functions to convey information to the users. It possesses a number of incomparable advantages and lately, more and more colleges are using multimedia to improve the quality of English teaching and learning. It has set the trend in English teaching with the integration of multimedia into English teaching and it has brought additional effect to the instruction and changed the way of teaching and learning English. Though late an increasing number of teachers are turning to the use of new tools and methods in language teaching these days. This is an encouraging response to a call and need to teach the use of language in realistic ways.

Multimedia in English Teaching

The traditional English teaching is teachercentered and students only passively accept what the teacher has instructed. Most often, the content and presentation of it being monotonous, it is quite difficult to stimulate and sustain interest in English language classrooms. Multimedia English teaching combines text, images, audio and video together making English teaching vivid and interesting so as to attract the attention of students and stimulate students' interest in English learning.

Multimedia refers computer-based to materials designed to be used on a computer that can display and print text and highquality graphics, play pre-recorded audio and video material, and create new audio and video recordings. English teaching through multimedia refers to using multimedia in English teaching in order to achieve better teaching results. The function of human-computer interaction is beyond the match of any other electronic teaching equipment. Therefore, it is the best modern teaching media. Owing to its capability of integrating the four necessary basic skills such as listening, speaking, reading and writing besides its visual impact multimedia is of a considerable use and interest to English teachers.

The Impact of Multimedia in English Classrooms

Modern technology has brought into the classrooms innovative and interesting teaching tools in an obvious contrast to the traditional "chalk and talk" teaching mode. It has overcome the limitations of traditional teaching such as monotony of loads of boring contents which the present generation of students find to be dull and abstract. Use of multimedia in the classroom bound to change the scenario into interesting, visual,

audible and dynamic ones as is relevant to the present times and hence it should become the trend of modern English teaching. With such a visible change the classroom of English teaching comes alive with more participation of the stakeholders. The focus of teaching English receives the attention of the students giving them feeling Extra-curricular learning. In the of traditional English teaching mode, students may review the text only through textbooks, reference books and notes after the class which is laborious and time-consuming. In a multimedia-used class teaching, students can copy down the courseware for after-class learning. Besides this, students can look for some information they need through multimedia. The teacher and students also can communicate through the network. In this way English classroom could be extended to have the touch of extracurricular learning with both the teacher and students making the best use of multimedia.

Multimedia Classroom

The traditional classroom situation is that teachers stand in front of the students, giving information from the text with explanations usually with a chalk to write something on the blackboard and it is a teacher-centric method. These methods need to be modified accordingly with the development of the technology. Use of multimedia in classroom cannot be denied anymore. In fact, use of technology in the form of multimedia will be more facilitative for teachers to ensure and sustain interest of the students in class proceedings.

In traditional classrooms students seat in rows and the teacher stands in front of the class with a text book in hand and a blackboard at the back of the class which is a monotonous scene every day. Multimedia classroom setting is greatly different breaking the monotony of the traditional classroom. In the multimedia classrooms, students' seats can be customised to the situation needed. In a class equipped with multimedia students can make use of print texts, films, videos, Internet a host of websites to develop and enhance language skills and knowledge. Through their interactions with multimedia texts on topics of interest, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus, the students become actively engaged in the process of meaning construction within and across different media. Working through the complex intermingling of meanings within different texts and contexts encourages students to make connections as rich resources available help them. Use of print, film, CDs, DVDs and Internet in their regular studies provides students with opportunities to gather information through different sources that will stimulate their imaginations, engage their interest and develop solid foundation in several subject areas as well as their English language skills and critical thinking skills which facilitate their good performance in their academic studies.

The Computer/ Internet

The rapid Computer technology has brought Internet with multifarious uses and applications. In the field of education, Internet presents the students a wide range of collection of English language texts in many discipline departments. In traditional classroom teaching different topics in language such as writing an essay or a précis were taught with limitations on both the teacher and the taught. With the advent and general use of computers in colleges and universities students are introduced to computerized writing courses emphasizing word processing skills and collaborative learning with wider scope as the use of technology democratizes the classroom discussion and helps students transcend the traditional classroom limitations.

Computer technology with its boon of Internet, with print and visual resources presents students with a diverse collection of authentic English language texts. These texts deal with a wide variety of interdisciplinary topics, and at each web page link, at the click of a mouse, students have the advantage of reading print texts with the benefit of immediate visual reinforcement provided by pictures and slide shows, facilitating the processing of collaborative effects of print and visual information.

Integration of the Internet in the teaching and learning process yields the additional benefit of increased student motivation. As a result students are eager to begin class and often arrive early at the language lab, and log on to the Internet and begin the academic work on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English because they need to interact with the Internet entirely through reading and writing. Using the Internet with focus on the discipline of research not only teaches higher order thinking skills, but also promotes critical and social literacy as

students encounter a variety of information, synthesizing that information through cooperation and collaboration with their peers. However, the use of computers or any other multimedia tools are rarely found in traditional classroom and monotony makes the students begin to lose interest unless the teachers adopt creative methods. In technology equipped class the students not only enhance their ability to read and write but also understand various components such as music, video, hypertext and networked communications. As technology experts point out clearly that technology is available to expand human potential with enhancing thought process rather than as substitute for it.

The Film

Film can be used to provide visual material. The students can read a print text and watch the film later, according to Kasper and Singer (1997), the film can clarify comprehension, consolidate concepts and reinforce learning. It is expected of the students to fully understand both visual and verbal comprehension. By watching the complete film the students expected to understand various areas of academic discourse such psychology, as environmental science and others to broaden the verbal and written perspective. Students may be shown relevant video films and questions may be asked and assigned essay topics, and to help them the teacher may ask the students to brainstorm. Film versions of many literary topics may be selectively used in classroom for the purpose.

Conclusion

Multimedia tools such as the films, television, the Internet, websites, mobile

phones, DVDs etc., when used carefully and creatively by the teachers in English Classrooms can be helpful in a variety of activities such as updating information in the textbook, giving life and color to classroom procedures and methods, in sustaining the interest of the students with new topics everyday and at the same time helping the students improve their language skills through various planned activities.

Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will make the benefit of increased student motivation. Overall. students develop greater confidence in their ability to use English because they need to interact with the Internet through reading and writing. Using multimedia provides the students to gather information through media that encourages their imaginations and sustains their interest. Besides this, use of technology combined with the sense of teaching will create a successful teaching method. The challenge to educators is clear that teaching and learning process should be student-friendly easy, made and personalized. Hence teachers are expected to maintain rigorous standards of quality in instruction, instructional tools, and to offer innovative methods to the stakeholders.

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INNOVATIVE WAYS OF ENGLISH LANGUAGE TEACHING IN RURAL INDIA THROUGH TECHNOLOGY

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Abstract:

Change is the law of nature. 'There is nothing permanent except change' says Heraclites, the pre Aristotelian Greek philosopher. A trend is the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the facet of traditional system of education. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ELT also. This Research paper presents the famous trends in the ELT that have been used practically in recent times in the entire world with specific reference to the trends prevalent during the previous decades.

Key Words: Trends, Methods, Peer Practice, New Devices, ICT, Pedagogy, Learning Process, CALL, CLIC, Cooperative Learning, Neuro - linguistics.

In the last two decades, so many books have been published in English about English language in general and English Language Teaching in particular. These books view the subject differently by presenting a plethora of voices trying to liberalize themselves from the clutches of traditional methods of teaching. The innovation that the researcher talks in the paper pertains both to methodology and materials used in language teaching. Moreover, this article brings out the subtle distinction between the scholarly perception of language as treated in research and pedagogy. The argument advances as the paper proceeds with trends of education with specific reference to the Indian methodologies adopted, scenario, the bygone methods, the peer practice, the present trend, new teaching design, new devices, the need for change, the ICT and English language and also the CALL and so on..

General Trend

English language teaching has undergone tremendous changes over the years, especially the last ten years. Students are burdened with studying, learning and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many alternatives once regarded career insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. The need for chiseled graduates to merge successfully in the tough competition of survival in the global market is in great demand nowadays. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashion changes, attitudes of human beings change but it is disheartening to note that in the last century English curriculum has hardly undergone any change.

The Indian Scenario

There had been much of changes in the attitude of people as to what they perceive to be a language. When the Indians were tutored by British masters, they were exposed to native language in every sense of the word. The methodologies adopted were also akin to that of what was practiced in English speaking countries. After their retirement, the glory, richness, depth and vastness of the language started fading in India little by little and it has come to a stage educationalists wherein and language experts thrive hard to choose the best out of the innumerable existing methodologies. The prevailing trends of teaching English, especially in India, lacked both in quantity and quality or may fail to obtain a universal appeal. Rigid curriculums and huge syllabi continue to threaten students who speak regional dialect but love to excel in English. Methodologies Adapted During the Previous Years

Communication is the groundwork based on which any idea can progress and develop into a full fledged one. Without that, sustenance in any field is impossible. Some of the (recent) trends in the ELT are quite apparent while the others are still to make their presence felt. Some are yet to come into existence and therefore subject to evolution and change. During the last decade, various crucial factors have combined to affect the current ideologies of teaching of English such as the ineffective methodologies, materials. unsuitable integration of contextualized teaching, over emphasis on multi language skills etc. Teachers who practiced Grammar Translation method during the previous decade solely relied on black board as the apt tool to impart communication skills and the nuances of English language. Later on, over head projectors, acted as another medium for the teacher dominated class room. Such teachers believed in the dictum of drill and practice. As such, audio tapes acted as medium of Audio-lingual method. In the later years of 1970"s, audio lingual method fell into disregard. During 1980"s and 1990"s, there was a sweeping change over the existing trends then, and more emphasis was laid on authentic and meaningful contextualized discourse.

Theories of the Past Decade

A few theories and trends that shaped the ELT during the past decade include Gardener's Theory of Multiple Intelligence (1993). The same was applied to language teaching as well. This has paved a way to focus the innate skills, preferences and abilities of students. TG grammar of Noam Chomsky gave an in-depth analysis of language learning vs. language acquisition. His observation of B.F. Skinner's Theory of Learning brought a revolution in the ideology of language learning as well as language acquisition. Moreover, Krashen's theory of Second Language Acquisition added spice to flavor. The Total Physical Response Theory of V. Asher focused on a successful adult second language learning as a parallel process to a child's first language acquisition. Furthermore. the general

educational trends like Whole Language Approach, Cooperative Learning and Neuro Linguistic Programming have influenced language teaching and learning considerably. With the advent of ecommunication, it has been made possible for the English language teachers to enrich their profession. Apart from this, the Special Interest Group (SIG), support group discussion and chat room have also enriched their profession.

Modern Trends of Teaching English

Deena Boraie highlights that there are eight trends in teaching of English as discussed further. "Change is the Goal of Teaching English" says Boraie "In my opinion there are two key changes in the purpose of teaching English. Firstly, as Penny Ur (2009) noted, the goal is to produce fully competent English knowing bilinguals rather than imitation of native speakers. The purpose is not to aspire to become native speakers of English because we are already native speakers of our own but to focus on English as a means of communication. Secondly, English is not viewed as an end in itself but as a means to learn content such as science and mathematics".

Content And Language Integrate Learning (CLIC)

The CLIC is an approach where the English teacher uses cross curricular content and so the students learn both the content and English.

Early Start of Teaching English

Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have introduced English from Grade-IV. Also in 2011, Japan introduced English in the primary stage and in 2012, Dubai introduced English in the KG stage instead of Grade-I.

Change in the Approach to Teaching Culture

Both the local or native and international culture dominates in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing so.

Changing the View of an English Teacher

It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching and intercultural competence rather than their being native speakers of English.

Change in Teaching Content and Test Design

Teachers use a range of local texts or English translations of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom.

e - learning

With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically.

Strategic Teaching and Learning

Teaching in English language classes focuses on fostering the students" thinking as well as language content, outcomes and learning activities. There are significant and complex student- teacher interactions inside and outside the classroom. The gammification of learning is emerging as a way to make language learning more engaging and relevant to the younger generation.

Teachers as Lifelong Learners

In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills. Apart from the abovementioned items, Andrian under Hill lists out the following as the recent trend which are very much prevalent in English language teaching. They are

- 1. Networking, interest and support groups.
- 2. Learner centeredness and learners needs.
- 3. Reflective practice and teacher learning.
- 4. Portfolio development for teachers.
- 5. Syllabus design /materials development.
- 6. Criticism of published materials.
- 7. English as an International language.
- 8. Corpora.

The Present Trend

All over the world, the student centered English language teachers seem to have realized that gone are the days when teachers reigned their class with all monopoly where the students remained as passive. There is rethinking regarding the growing interest of implementing the basic educational goals. Having realized the need of the hour;the English teachers convene different types of conferences and seminars to create a platform and to get to know the upcoming ideologies in the ELT and also to upgrade themselves professionally. Larsen Freeman (2007) asserts that it is the fifth skill of language that enables the efficiency to use grammatical structures with accuracy. Academic qualification alone may not help teachers to grow professionally, on the other hand, they need to be equipped themselves with the current practices. The teaching materials that are being used in our country are almost made available all over the world. There had been too many methodologies of teaching English language. One method is embraced as a development of the other. Still, no method has been a panacea for the solution of the ELT problems. At present, the era of method is over and the ELT as of the current scenario is in "post method thinking".

English Teaching and the ICT

The third dimension of globalization which is inseparable from English teaching is an of Information advancement and Communication Technology [ICT]. The field of the ELT has been deeply pervaded by the ICT. The easy access to technology has made information possible for enhancement of learning programe and about 80% of it is in English (MC - Crum. R. et al., 1986). At the outset, the English teachers regarded internet as one of the alternative media to teach language(Warschauer, 1995). The followings are some of the ICT enabled teaching activities.

Computer Mediated English

English, has been undoubtedly the lingua franca of the internet. The Computer Mediated English uses the language as per convenience and not by convention. For instance, using a single letter or number for a word. For instance "c," for "see", "u" for "you" and "2" for "two"; the use of acronyms like TTYL (talk to you later) WUATB (wish you all the best) ; using asterisks" *" for emphasis and emoticons for smile, for frown etc. Realizing its significance as a source of communication, the linguistic elements and discourse of Computer Mediated Communication (CMC) need a serious concern.

Computer Assisted Language Learning [CALL]

Computer Assisted Language Learning is yet another manifestation of Computer Mediated Language Learning. The first phase of the CALL was conceived in 1950 and was implemented in 1960s and 1970s. In this method, the computer gives a stimulus to the learner by being not a mere tool but also a tutor.

Web Based Learning

A web based learning also called technology based learning/distance learning/on line education/e learning is one of the fastest developing areas. It provides opportunities to create well-designed, learner-centered, affordable, interactive, officiate, flexible elearning environment (khan, 2005). There are thousands of English web based classes that offer trainings for a variety of basic language skills such as Learning, Speaking, Reading and Writing and are made interactive in a variety of ways. Some of the technologies available for common promotion of education are as follows:

e-mail

The students can correspond with native speakers of the target language using e mail by creating a personal email account (gmail, yahoo, hotmail, etc) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

Blogs

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on line personal journals for students. Pinkman (2005) indicates blogging becomes communicative interactive and when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers" posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts. The readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

Skype

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

Mobile Phone

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

Ipods

Ipods, one of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, ipods give a chance to the learners of English improve their to listening, pronunciation, vocabulary, grammar and also writing.

The New Age Devices

This year, the Consumer Electronics Show (CES) which was held at Las Vegas, gave a glimpse of ground breaking devices purely meant for students. These "showpieces" ranged from 3D printers to smart watches. The youth"s requirements are matched by a new age device, be it studies or social media, travel or portability. The media streaming devices like the Google chrome cast and the Rokku make group studies interactive presentations become and surprisingly fulfilled one. One has to stream the media on to a smart TV using s dongle. Another blessing is the e-reader for the onthe-move generation. The all new- kindle paper white is a boon. Students can just tuck in the e- reader for easy reference. The portable document scanner like the Doxie Flip Cordless Flatbet Photo and notebook scanner are used to get the notes sorted. Other devices like copy and Olympus which have come with voice recorders can be utilized to record all the English lectures and be played as and when time permits. The laptop cooler like Thermapak"s Heat shift could be used to cool the laptops after long hours of use especially during the CALL

sessions for those who want to share data, notes, they would very well invest on a Maxell Air Stash Wireless Flash Drive (The Hindu, The Education Plus, 7th July, 2014)

Language Teaching Design

Geetha Nagaraj says "A vital development in the area of language teaching design is the Council of Europe"s- A Common Frame Work of Reference for Languages: Learning, Teaching Assessment, now mostly known as CEF/CEFR is a document consisting of nine chapters and four apprentices and is available on the Council of Europe website: www.coe.int. The CEFR aims to provide a common basis for the elaboration of language syllabuses, curriculum... what learners have to learn... skills they have to develop so as to be able to act effectively...." Morrow (2004) identifies four core areas in the CEF (Council of Europe's Common Frame Work of Reference for Languages)

The Learner

The CEF analyses the factors that go to make up individual differences

The Language

A clear description of the content in terms of linguistic competency, sociolinguistic competency and pragmatic competency constitutes a language.

Levels of Performance

Using descriptor scales, learners" proficiency is measured. Descriptors consist of a series of "can do" statements which received a great deal of attention.

Teaching and Learning

The learner's involvement and teacher's empowerment are stressed during the teaching and learning processes.

The Transition of Focus on the Learner

The conventional method of teaching wherein the teacher enjoys the monopoly of teaching sometimes even obliterates the pressure of the learners. It is Dewey (1938) who originated the term learner centeredness" which has gained popularity in the ELT. The Humanistic Approach which was developed during the second half of the Communicative Language Teaching, developed in the 1960s and 1970s was an outcome of the desire to make language teaching more flexible and more responsive to students (Tudor 1996, 7).

The Role of a Modern Teacher

Dornyei and Murphey (203, 109) have defined the term "role" as a technical term which originally comes from sociology and refers to the shared expectation of how an individual should behave. Several methodologists like Little Wood [1981], Richards and Rodgers [1986], Tudor [1993], Harmer [2001] have evolved different roles for a language teacher. Richards and Rodgers conceive a teacher"s role as a part of "design", component of a method. Little Wood conceptualizes the role of the teacher as a facilitator of learning, an overseer, a classroom manager, a consultant or adviser and at times a co-communicator with the learners.

To Harmer, a teacher plays the role of a controller, organizer, assessor, promoter, participant, resource, tutor and observer. Tudor also perceives the role of a teacher in the learner centered classroom. Task Based Language Teaching (TBLT), the current paradigm is basically an off shoot of Communicative Language Teaching. Nuan (2004,12) points out "experiential learning or learning by doing" as the main conceptual

basis for the TBLT. The TBLT breaks down the barriers of the traditional classroom, because in the TBLT, the role of the learner is significantly altered. The teacher becomes a true facilitator of learning for the language learners, purely by means of dialogic communication (Vygotsky, 1978). The teacher"s role is not shunned altogether but is restricted; the teacher is expected to be a guide by the side.

Conclusion

The traditional method lays more emphasis on a teacher himself and is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Wilkins (1976,2) calls a synthetic in which different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up.

The autocratic or the authoritative role of the teacher which pertains to the long cherished traditional notion that pedagogic principles depend on how articulately a teacher teaches. It is imperative to understand the current trends and evaluative methods of the ELT. The theories and methods are constantly evolving in the ELT. The teachers of the ELT are aware of the best practices in teaching and learning English and how they can be made beneficial to the students. It is possible for every child to learn English in the most enjoyable manner if it is supplied with the right kind of materials and pedagogy produced by one"s wisdom. own native Α beautiful combination of art and science, with a fine tune of as many tools as possible to the repertoire can help an ELT to excel in his/her field of learning in India.

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RESEARCH ARTICLE

ORAY Publications

Essentiality Of Realtime Collaboration And Communication Between Teacher And Student

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In the wake of globalisation, communication has become skill-oriented. Development in all aspects of life is achieved with collaboration only. This has become a byeword in day to day's administration too. When it comes to classroom teaching and learning the two key persons are necessarily be involved in communication to collaboration. Since the focus of securing a degree is on the acquisition of a respectable livelihood, where is the student placed now? What are the techniques that he need to employ while attending placement camps? What are the expectations of the employment market? Is the student ready to take-up the real-time challenge, once he's come out of the four walls of his place of learning, a college or an institution? Let's examine, the trends in teaching methodology first:

The traditional learning ethics include textbook centered and black board oriented methods. It makes the student evolve and understand the behaviour of the language and use it methodically or contextually. A faithful student of language concerns himself with acquiring the LSRW skills with the help of certain vocabulary practices , putting them into use in his own sentences, tasking with the grammar – translation method of learning grammar and reusing it in his own , learning by drilling etc,. He takes pains to expose himself to language acquisition and language perfectioning. And slowly starts using the language on his own. In the later days language learning was assisted by audio tapes and OHP's. Further, these were replaced by computers.

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The focus of learning English has shifted and emphasis was laid on english for communication purpose. This change has occurred as a result of globalisation and a revolution in information technology (IT). This age has become an age of information and communication. Where there is information . there it needs to be communicated. And it is done at a faster pace with the help of technology. The field of education could not stay away from using technology for effective transmission of knowledge in order to make the student further open-up to expand his cognitive and

skills.

As part of modern trends in teaching English, computers and technologies are playing a major role in language acquisition skills. But these changes are only an addition, an improvement in classroom where application teaching the of technology is carried out by the well trained teacher. The time- tested procedures of traditional teaching is blended with the software technologies designed for an effective and optimum utilisation of technology as far as communication skills and soft skills are concerned. Learning perhaps, keeps taking place even for the teacher, because the teacher is an unseperable part of teaching activity. The implementation application and of technology for language classes can be handled by a teacher, with some basic inputs, like CD ROM's previously and distinct blended learning models now. Teachers can streamline their instruction to help all students reach their full potential using blended learning methods. It is a combination of digital instruction and oneon-one facetime. The blended learning models include instructor delivered content. eLearning, webinars, conference calls, live or on-line sessions with instructor. It includes other media events like Facebook, Twitter, eMail, Chat rooms , eBlogs, YouTube, Skype and Web boards . Incorporate the asynchronous Internet communication technology into higher education courses and it facilitates a simultaneous, independent and collaborative learning experience to the digital natives. For the teacher to make use of, there are free and priced collaboration tools to conduct the

real time collaboration in the class room with the students. There could be several collaborators and they can be invited and added to one's team of collaborators by either sharing the page by link or eMail . In order to add assignments to work on, material to help , tabs like study notes, Questionnaire , Analysis, References etc,. can be visited. These collaborator links are to be saved so that the page can be revisited and work can be continued. For real time collaboration one can make use the white boards.

Integration of technology is part and parcel They use mobile of digital natives. technologies like Tablets and Mobile Phones that allow them to access information quickly. For them blended learning using tools of real time collaboration for sharing of Communication is an integral part of learning processes and habits. These natives can create and share their own work. For the teacher born prior to this era, to become successful and sought after, blending of this technology with their natural teaching abilities help a lot. The National Council of Teachers of English coined the term "21st century literacies". These are skills students will need for the society in which they will work . That strong communication include and collaborations skills, expertise in technology innovative and creative thinking skills etc.., . This will prepare them as citizenry for a changing interconnected world . A successful participant of this 21st Century global society apart from other qualities, must be able to solve problems collaboratively and strengthen independent thought.

communication

A phase is going on where the governments at central and state level are transforming the lifestyle of the individual at the grass roots level using IT, providing essential network infrastructure should not pose a hindrance in incorporating blended learning strategies along with real time collaboration tools into an organisational pedagogical strategy. When traditional methods prove more worthwhile and economical, cost wise. They can be undoubtedly practiced by the teacher, at the same time utilising the resources of IT since this blended learning is an essentiality, not a modernity.

Conclusion: The student / learner being digital native, is expected to have technology on his fingertips and can readily learn and switch to any of the new trends or developments in the related field of education, web-centrically. He has exposure to every piece of information .

There is need for every ELT practitioner to put into practice several activities in order to keep himself updated and help collaborate one and all. It is all a matter of sharing in learning. The more it is shared the more it is learnt. The student with his exposure unabated needs guidance to sort out the wanted from unwanted. This is where the teacher steps in with his wisdom, gives a human touch in real learning. Making it an essentiality. Learning should not be like a type written signature, it should be a blend of human values and human intelligence. References:

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RESEARCH ARTICLE



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ENHANCING ENGLISH COMMUNICATION SKILLS TO RURAL STUDENTS THROUGH SELF-PRACTICE METHOD

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Any Civilization is not like stagnated water.....

Change and turn are the part and parcel like flowing water.....

India has a rich linguistic history with more than 22 different official languages spoken throughout the length and breadth of the country. According to the 1991 census in our country 1576 local languages are recognized and grouped them into 114 languages. Even though English survive in this linguistic cauldron.

India's tryst with its own foreign language (English), dates back to the 17th century when Emperor Jahangir welcomed the East India Company into the country. It considered a language the elite in the preindependence era. Later it consider as a language of their regular professional and personal life.

Language almost have a biological existence, they are born, live, breathe, reach their youth and die too. English seems to be enjoying its youth in India with the omnipresence middle class of country embracing the language as their own. It now serves as an integrating force and a link language, which unites the country and provides a beacon of hope to youth.

English plays a very crucial role not only in country's progress but also in common man's life. The best example for this is in almost of all parts of India most of the rural Indian products names, terms, conditions, and usage are inscribed in English, even though it is not their mother tongue and official language.

What motivates the common middle class to learn English? The answer is in the world boundaries where are increasingly permeable, leaving a global language should not be viewed as threat to one's own culture and identity, but a way to integrate is the goddess of their empowerment. It is a language of Science and Technology, economics, trade, and their part of life. The service sector, India's most prominent sector, which accounts for more than 48% GDP, employs more than 8 million people in coming next few years, also adopts English as a de facto business language.

India's language of empowerment does face some challenges like environment, local mother tongue influence, lack of sufficient and efficient trainers, attitude of people and consider it only a gate pass into their future life etc., are the challenges.

However, the attitude towards the language has changed in India. English is no longer an adopted child, but a biological one that commands equal respect and affection from its parents as their mother tongue.

Factors and Problems of Teaching English as Second Language at Rural Areas

Mother tongue Influence: Most of the students accomplish their schooling in their mother tongue i.e. Telugu. They are very well off in their core subject even though they remain very poor at English still. The students have an unknown fear and fever over English all these years.

Socio-cultural and Financial background: Most of the parents are illiterate, they cannot directly take part in the daily routine of their children though they aspire for their children's bright future. The boy or girl is also sent for work on wages at the specified time of they year which affects their education very dearly.

Lack of updates in their curriculum: Most of the syllabus in their primary and secondary level is not yet updated according to the ever changing world. Most of the syllabus is in traditional method. It's only meant for the output results in the final examination. It never helps to enhance the students skills for their future settlement.

Problems in Teaching Methodology: Most of the children they belongs to middle class and continue their studies in Government schools. At there teaching is in bilingual or translate method. Most of the translations are in English to Telugu. It can't create any advantages to the students.

The other factor which affects English language learning is the educational system itself. There are primarily four skills involved in English language learning i.e. Listening, Speaking, Reading and Writing (LSRW). The students of Andhra Pradesh have been tutored and trained well enough in reading and writing for long ages. But Listening and Speaking skills which play a greater role in communication have been neglected and ignored. Thus our educational system lacks an important dimension. It has been making the students to concentrate and enabling them in the areas of reading and writing only. The final examinations also test them mainly on how good their memory is. The examinations are not languageoriented. Even parents are craving for marks than knowledge.

Consequently, result oriented teaching has been adopted in schools. Students are guided and specially trained to concentrate only on the areas where they can score better. Hence, they neglect the other two basic skills viz., listening and speaking.

To acquire these skills one of the best methods one can follow is self training method. There are a numerous ways in following and the self training method. The practices that are suggestible can be listed as under.

> 1. To improve the gist listening. This can be understood as listening as a whole in a broader manner and taking comprehensive core of it.

- 2. Listening for specific details with attention and coming out with details of the important facts.
- 3. Speaking with a clear intention to speak makes a capable person of delivering. Here it is a phenomenon more psychological in nature. A strong will in the mind of the aspirant is a pre requisite for speaking skill.
- 4. A speaker certainly learns from his communicative purpose, so there needs to be a specific need for the speaker to communicate which has to be created.
- 5. The vocabulary should be adequate to communicate its and existence undoubtedly encourages the speaker to extensively deliver. So, exposure to English language, either through watching through the television or reading news paper or even being present in the conversation through English is of great help to the aspirant.
- All the sub skills of linguistic phonological (pronunciation, sounds, stress), social skills and the communication skills

like making decisions and smooth implementation, appropriate responding, adjusting conversation and altering the words are various skills that can be acquired through the self learning method.

7. A recent trend is through the learning materials down loaded from internet for acquiring skills is a popular way of making one self good at the the language.

Examples of Self-Paced Learning In self-paced learning, the content, learning sequence, pace of learning and possibly even the media are determined by the individual. Examples of self-paced learning include:

- Reading a book to acquire new information about a topic.
- Reading a book, listening to accompanying audiotapes and completing exercises in a workbook.
- Reading a reference manual and watching a video.
- Completing a computer-assisted learning (CAL) course that uses interactive computer modules for knowledge transfer and one-on-one work with the clinical trainer for skills transfer, first with models and then with clients.
- Completing a CAL distance learning course on the Internet (knowledge transfer only).

• Participating in a structured OJT clinical skills course that involves reading assignments in a reference manual, completing exercises in a workbook and working one-on-one with the clinical trainer for skills transfer, first with models and then with clients.

Advantages

In most group-based courses, the trainer attempts to present the information to the typical or average learner. The more capable learners may become bored or frustrated, while the less capable learners may feel lost or overwhelmed. By contrast, a self-paced approach allows the learner to make many of the decisions about when, where, what and how quickly to learn. The trainer functions as a guide and facilitator of learning.

And there are other advantages to this "justin-time" approach to learning:

- Learners can learn information and skills when they need them.
- Learners are not as dependent on the structure and pace established by the trainer.
- Assuming control of the learning process is highly motivating for many learners.
- Each learner has the same level of participation in the learning process.
 Participants are active rather than passive, and assume greater responsibility for their own learning.
- Because most self-paced learning courses allow participants to begin

and end a segment of the training course at any time, it is an efficient use of training time and resources.

- Learning activities can be organized sequentially, because each component in a self-paced course has objectives that must be met before proceeding to the next component.
- Self-paced learning provides trainers with the time to focus more attention on participants who need assistance. Although participants who are not having difficulties certainly should not be neglected, this approach allows the trainer to spend time with participants who do require assistance.
- Essential equipment, materials and supplies used can be kept at a minimum because only one or two participants may be involved in training at any one time.

Limitations

As with any approach to learning, there are also limitations to consider:

- Most participants have not learned this way before, so they may feel uncomfortable with learning on their own.
- Participants may lack the necessary motivation to work independently.
- Participants may have poor reading skills, especially when the language of the reference materials is different from their primary language. Because most self-paced learning approaches require reading, this can be a major limitation.

- Participants may possess poor time management skills. Procrastination may make the self-paced learning process less effective than it can be.
- Most trainers did not learn this way and therefore need training to become effective facilitators of selfpaced learning.
- Trainers may feel that they do not have time to manage a self-paced learning system.
- It may be challenging and timeconsuming to design and develop the appropriate learning materials, in either print or electronic format.
- Without good planning, it may be difficult for the trainer to arrange for times to meet with the participant.
- Trainers may find that documenting, evaluating and updating participants' progress is very time-consuming.

Conclusion: To become successful in the competitive world where English is the most power tool, and pre requisite for the cordial relationships with all by

following the above methods one becomes capable of doing better in the listening and speaking skills also. The next generation can be made ready by following these for a bright future, and prosperity.

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RESEARCH ARTICLE



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TEACHING WRITING: THE PROBLEMS ENCOUNTERED BY THE

RURAL STUDENTS

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Abstract

Rural students in India are facing a lot of difficulties while writing English language. These problems arise because the students are not adequately familiar with English language and they do not have enough practice of it. This article highlights the main reasons behind the problems of writing and recommends some solutions to overcome them. The skill of writing is not only important but also an important productive skill hence it must be taken into consideration but not neglected. Teaching English writing skills involves in developing linguistic and communicative competence of the learner which is quite a challenging task. Many factors hinder the process of teaching and learning writing skills. Most of the students of the rural engineering colleges do not perform well in English writing tasks and ultimately face average or poor results in academics. The purpose of this paper is to highlight the problems which hinder the teachers in developing English writing skills in the rural engineering colleges.

Key words: adequately, practice, challenging.

Introduction

Writing in a foreign or second language is a courageous experience especially for students whose native language is not of the same origin as the target language. Native language speaking students learning English is a good example here. These students are faced with the school curriculum that includes the four main skills of English language. Among these skills, they find writing skill the most difficult one and face many problems while composing simple short paragraphs. Writing in general is the least lovable skill to the rural students and this can be contributed to the fact that successful learning of the writing skill depends on the success learners have with the learning of other skills. Normal teaching programs adopt the natural order of listening, speaking, reading and writing in their teaching schedule.

Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life. Students are expected to learn how to be good writers. If they can't write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life, too (Neville, 1988).

"Writing gives the opportunity to the students to be adventurous with the language, to take the risk and to go further of what is learned to talk about" (Shouman, 2002, p.1). The teachers of English language who teach in high schools are aware of the difficulties involved in the process of learning how to master the different types of writing tasks and how to produce fairly coherent, accurate, meaningful and proper composition.

Writing skill offers a way of communicating one's thought and feelings on paper. So the message must be loud and clear between the teacher and the students. According to (Clifford, 1991, p.42), "The teacher has to encourage learners to write for communication. They should focus on the ideas and meanings they wish to convey rather than on mechanics of writing, such as spelling, and handwriting." The teachers play an important role in teaching writing and they are the only ones who could help prevent problems of writing that could slow the process of learning English, specifically writing. It can be done by encouraging students to write to communicate student to student, student to teacher, or student to foreigner. We hope that this short paper will benefit many English teachers to identify the problems that should be avoided while teaching. This may give teachers the chance to help and lead the students to be better writers in the future using the foreign language with the least possible obstacles and to develop a deepened understanding of the delightful skill of writing.

Writing is a form of communication where the writer has normally someone other than himself or herself to whom s/he intends to communicate. If the writers cannot convey the message, then there will be no communication. According to (Reid, 1994), "shared knowledge" (p.2)helps communication. Native language speaking students should develop an understanding of this basic requirement (the knowledge that there must be common understanding between the writer and the reader) when they attempt writing in English. The awareness of who the audience is and for what purpose the task is being done can help writing and help become successful writers. Telugu- speaking High School students lack the control over their writing in English because they are in the process of gaining data as much as possible from the teacher in the early stages of learning a foreign language. Even the teachers of English need guidance while writing.

There are two conditions which contribute to better writing skills (Mallett & Newsome, 1977, p.166):

- 1. The writer must come to see that what he writes is seriously received by the reader. This happens if the writing is a genuine communication.
- 2. Each act of writing should enable the writer to know more about what he thinks, feels, or supposes. If these two conditions are to be met, the writing task offers an invitation to tell, explore or state, and suggest a real purpose, rather than an exercise or mere practice.

The aim of writing is to communicate the thoughts and actions on paper. "Writing is basically a process of communicating something on paper to an audience. If the writer has nothing to say, writing will not occur."

TEACHER AND STUDENT INVOLVEMENT

Since there are differences between the native language and the foreign language, the teacher who teaches writing should find ways to overcome these differences. These differences in grammatical structure, lexical items, and metaphorical patterns cause

students numerous problems as they impose themselves their own language structure and conventions usage on the target language. The teacher role is to be familiar with the different techniques and try to use the one that will help students to avoid transferring the structure of their native language to the target language. It is natural when teachers ask their students to write a composition without any previous ideas about the target language, the students have no choice but to do their writing according to similar concepts of the native language. It is a difficult task for the teacher who is also a second language learner too, but he or she must learn to teach how to write in an appropriate and acceptable way. According to (Walters, 1983, p.18), "There is a no winwin situation for both teacher and student. The teacher can avoid it, to some extent, by taking care not to put his students in situations where they have no recourse except to use their native language." As a teacher of writing, he or she needs to be extra careful to lead the task of writing in a smooth and acceptable way in order for students to be enthusiastic for going on with the process of writing.

RECOGNITION AND REWARDS FOR THE BEST WRITERS

We assigned a super-writer chart for the ones whose writing was acceptable, gave extra marks, stickers, small gifts like a pencil, pen, ruler or candy. We let these students to take class attendance for three days (and this is an act of recognition), and be the leaders of the class for one period by choosing any lovable activity s/he would like to take on. No matter how these things are small, they worked well with our students and each one put all their effort to give the best that could be given. As time passed we got better results than the first time and this was due to the way the writing tasks were introduced and explained to follow while composing a written forms. All the time the students needed help, guidance, support, and to trust themselves that they have special abilities to give something worth reading which gave results that were wonderful after hard work and the continuation of writing on the desired topics by the students.

CONCLUSION

Writing helps us to express our thoughts and feelings on paper in order for the reader to see through the writer. However, rural students face real problems in writing mainly because they lack the knowledge of the language. Their teachers are also in the same boat. Teachers lack motivation to teach writing since their skill writing English is equally not impressive. Teachers are not adequately motivated to teach writing by those who are in charge of the program. Surprising, it seems that the interference of the mother tongue is not seen as a problem by the students as seen in their answers to the questions rose in their survey. We conclude that through practice one could learn no matter what the conditions are and if the learner is willing to learn s/he will develop better skills and make a difference. Also, the sorrowful thing is that writing is neglected in schools by most of the teachers because they find it difficult. If writing is taken seriously by both the teachers and students, writing will be seen easier and full of excitement than any other skill. Writing skill allows one to think and express how he or she feels and gives the learner a privilege to be a king or queen in his or her writing.

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Smart Phones: Tools of Language Teaching and Learning

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ABSTRACT

Over the past few years, Information Technology has been helping English Language teaching (ELT) to be successful and made language learning interesting. Computers and mobile phones play a major role in this technology assisted ELT. This technology is changing the teacher's attitude towards teaching and student's attitude towards learning. It has brought new light into the traditional English class room and it adds color to the process of learning.

English teachers should become acquainted with the latest IT driven technology and obtain essential skills towards applying technology in their daily teaching assignments. Teachers also need to motivate the students to learn and use technology in the class room. With the judicious use of mobile technology, the teachers can facilitate English learning and can enable the students understand English language in an effective manner.

Learning happens at any time of the day, on working days or weekends. The learning practice is thus "mobile" with regard to location, and time. This paper discusses different ways of using Smart Phones in English Language teaching and learning.

Key Words:Smart Phones, Information Technology, Technology Assisted Learning, Computer Assisted Language Learning, Mobile Assisted Language Learning, Facebook, Twitter, Whatsapp, Mp3/mp4 player, Digital camera, Video recorder, Audio recorder

1.Introduction:

Over the past few years, Information Technology has been helping English Language teaching (ELT) to be successful and made language learning interesting. Computers and mobile phones play a major role in this technology assisted ELT. This technology is changing the teacher's attitude towards teaching and student's attitude towards learning. It has brought new light into the traditional English class room and it adds color to the process of learning.

2.Historical Background:

Until 1970's ELT was purely traditional in which, Teachers used text books as teaching material and Black boards as teaching aid .Students were busy with their books and pens. But language learning is a skill oriented programme and in this aspect it is very much different from the content oriented subjects like science and social sciences. Teaching of English as a Second Language demands a high level of innovation and integration of various teaching techniques. Due to the suggestions of various education commissions, teaching aids like charts, diagrams and pictures were introduced into ELT. It added color to English class room and made language learning an interesting activity.

In 1980's when English teachers brought tape recorders or cassette players into English class rooms, students were introduced to new facets of learning. It added music to the English class room. In 1990's when Television sets were used by English teachers to show some interesting videos or movies as part of ELT, students were amazed. In 2000's, computers and Projectors made language learning more interesting. This is called Computer Assisted Language Learning (CALL). From 2010 onwards, it is the turn of the mobiles or smart phones to help the English teachers and students in learning the language in a better way. This can be called as Mobile Assisted Language Learning (MALL). This usage of technology has been changing the learning environment, teaching and learning experiences.

3.Importance of Smart Phones in ELT:

Mobile devices are gaining popularity among masses because these devices are small, smart, portable, and comfortable to use. Mobile devices cover cell phones, smart phones, tablets etc. These days the usage of Mobile phones is increasing by leaps and bounds. New technology is added into mobile phones and as a result the mobile phones have become smart phones. Smart Phones are the most powerful, popular and fast medium of communication.

Mobile Technology is transforming our lives in many ways. It changed how we communicate, socialize, entertain, shop and conduct business. These changes also influenced the traditional modes of language learning. They present us with amazing opportunities to re-design the teaching learning process. Teachers of English can take advantage of all the great features and capabilities of smart phones and students can learn English in an easier and more effective way.

Smart phones can be used in language class rooms easily. Role of teachers is very important in integrating and implementing technology such as adopting mobile phones in English teaching. With Smart Phones, students can easily access language learning materials and communicate to their teachers easily.

4. Objectives of Mobile Assisted Language Learning:

Mobile Assisted Language Learning aims to-

- enhance student motivation through the use of mobile technology.

- improve four basic language skills i.e. listening, speaking, reading, and writing.

-facilitate the students to explore, analyze and learn by themselves.

-discover and choose the activities which are relevant and meaningful.

-promote self learning among the students through learner centered approach.

5.Smart Phones: Means of language learning

Now-a-days Smart phones are equipped with many functions like SMS, MMS, Internet access, Facebook, Twitter, Whatsapp, Mp3/mp4 player, Digital camera, Video recorder, Audio recorder etc. Some mobiles have special inbuilt learning software such as e-dictionary, flash card software, quiz software etc.

5.1.Voice Recording and Listening:

Through recording facility, learners can be asked to record their communication and later on they may be asked to listen and improve their weak areas. Mp3/Mp4 is also very helpful in playing audio/video clips pertaining to English conversations. Students can record interviews or conversations they engage in outside the classroom. Students can play the interviews and conversations in class for feedback and discussion.

5.2.SMS (Short Message Service):

A study conducted by Thornton and Houser (2003) highlights that Short Message Service (SMS), text messages can be used to send vocabulary items at spaced intervals, thus increasing student retention. In circular writing, students can frame a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this on to the next student, who adds another message, and so on until the story is finished.

5.3.Internet Facility:

Browsing internet with Mobile phones is one of the very convenient ways for students to surf online. They can check e-mails, read instructional material, such as online textbooks, and watch lectures and Webinars from anywhere and at anytime.

5.4.Downloading:

Students can download various useful materials to their Mobile phones easily. They can download e-books, music files, instructional materials, vocabulary games and e-dictionaries. Students can download their required e-books and read them whenever they have time without carrying the heavy books to class rooms. People even download software and Apps that are useful for language learning. If teachers and students are in the same area, they can also share files through Bluetooth. Both teachers and students can store reading materials such as the passages and articles from their textbooks or keep the listening materials downloaded from other places.

5.5.Camera:

Cameras in the mobile phones are useful in collecting pictures, documenting information, and storing visual material.

Students can take pictures of English text by using the Camera on their mobile phones. They can then make a collage of the images or upload the pictures to a shared account.

5.6.Gaming:

Vocabulary Games offer the learners a good way to relax and learn new vocabulary. Playing games also develop problem solving and critical thinking skills. Many language games are available in the Internet. Students can download those games and improve their Grammar skills.

6. Mobile Phone Driven Class Room Activities

Students can select a wide range of topics on their mobile phones. They can get ideas from many popular programs on television, including talk shows, game shows, news specials, and parodies. Following are model activities that can be expanded or reduced to cater to the requirements of semester length, class size, language level, and age group.

6.1.Recording Role Plays and self checking:

A teacher can use a smart phone to record a student speaking about a topic or a role play between two students. Then, play the recording and see if the students can rectify their mistakes. Play back a second time to show them the mistakes they didn't identify. Learners are asked to record interviews or conversations using their mobile devices.

6.2.Recording Discussions:

A teacher can video-record his/her students with mobile phone camera, when they participate in a role play or discussion. A teacher can save this video till the last day of classwork. He/she may ask them to have a similar role play or ask them to discuss the same topic for improvement if any.

6.3.Identifying the pictures:

A teacher can take photos of important spots/points in town. He/she can ask students if they can identify them. They must name the exact spot and if possible famous landmarks that are nearby.

6.4.Tweet a summary

Students are paired or made into small groups and asked to summarize a piece of text in 140 characters or less. They are provided with a hash tag, so the whole class can follow the conversation on Twitter and discuss it at the end.

6.5. What did you do at the weekend?

Students can tweet photos at the weekend. Provide a hash tag for all the tweets. They could include photos of interesting people they met, a funny sign, or a meal they enjoyed. This will provide students plenty of material for discussion on Monday morning.

6.6.Describing people

Students can be asked to describe someone they are following on Twitter, in English. What were the reasons for following them? Do they read their tweets daily? Do they follow them on other social media channels? Is there anything in particular they admire about them?

6.7. Use of smart phones for communicative activities using apps.

All communicate with smart phones in different ways using different apps. In other words, <u>texting with a messaging app</u> is bound to be different than writing an email on the computer. Take advantage of this and promote activities that are specific to a given context. One example might be to have students text each other to complete a given task.

6.8. Use of smart phones for pronunciation.

This is one of the best uses of smart phones in class. Model pronunciation can be taught by giving examples, suggestions. Students are advised to open a recording app.

Read five different ways to make a suggestion aloud. Pause between each suggestion. Have students go home and practice mimicking the pronunciation with the pause between each suggestion. There are many, many variations on this theme.

Another great use for pronunciation is to ask the students change the language to English and try to dictate an email. They'll have to work really hard at word level pronunciation in order to get the desired results.

6.9. Use smart phones instead of a thesaurus.

Smart phones are very useful to look up for meanings. Students are encouraged to use their smart phones during writing class to develop vocabulary. For example, take a simple sentence such as "The people spoke about Money matters." Ask students to come up with a number of versions using their smart phones to find substitutes for the verb "speak."

6. 10.Use smart phones to play games. The students are encouraged to write down phrases they come across while playing

games to bring into class to discuss in more detail. There are also a number of word games such as Scrabble or word search puzzles that are actually instructive as well as fun. Make room for this in class as a "reward" for completing a task.

6.11. Encourage students to use smart phones to keep track of vocabulary.

There are wide varieties of Mind Mapping apps available, as well as a myriad of flash card apps. One can create one's own flash cards and have students download the set of cards to practice in class.

6.12. Use smart phones for writing practice.

Students can write e-mails to each other in order to complete a specific task. For example, one student might write a product inquiry with another student replying to the inquiry with a follow-up email. Use of smart phones can help motivate the students to complete the task.

6.13. Use smart phones to create a narration.

This is a variation on writing emails. Students choose photos they have taken and write a short story describing the photos they have chosen.

6.14. Use smart phones to keep a journal.

A group of students can maintain an online college literary journal and share it with the class. Students can contribute to this journal through creative and interesting photos, write descriptions in English.

6.15.Mobile apps:

Mobile apps personalize the learning experience, and encourage English language students of all ages to create and share their own learning content. There are many mobile apps available in the Internet that can be down loaded and used for improving the language skills and vocabulary.

7.Conclusion:

The role of teachers is very imperative in integrating and implementing technology such as adopting mobile phones in English teaching. English teachers should be acquainted with the latest IT driven technology obtain essential skills and towards applying technology in their daily teaching assignments. Teachers also need to motivate the students to learn technology in class. With the judicious use of mobile technology, the teachers can better facilitate English teaching and can enable the students to understand English language in an effective manner. Learning happens at any time of the day, on working days or weekends. The learning practice is thus "mobile" with regard to location, and time.

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MOTIVATING ENGLISH LANGUAGE LEARNERS IN THE CLASSROOM

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Abstract

As all language teachers know, motivation is known as a stimulant to achieve success in learning English language. The teacher's use of motivational strategies is generally believed to enhance student motivation. The teachers play a pivotal role in providing and encouraging that motivation in the learning and teaching environment. When teachers learn to incorporate student motivation in their teaching, they will become happier and more successful teachers. Motivated students are persistent, enthusiastic and committed learners whereas unmotivated students are insufficiently involved and therefore unable to develop their language skills. Without student motivation, there is no pulse; there is no life in the class. Motivation is a proven means to success in English language learning. It has always been a major goal in education to encourage motivation and try to make learning interesting for students. Motivation is critical in English language learning, thus, how to effectively motivate students in English language learning is an important problem. This paper expounds this importance and ways to motivate students.

Keywords: Motivation - English language learning - Teaching environment - Successful teachers - Committed learners

Introduction

Language is a cognition that truly makes us human. Whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalizations (e.g. bonobos), or even with partially learned systems (e.g. bird songs), there is no other species known to date that can express infinite ideas (sentences) with a limited set of symbols (speech sounds and words). This ability is remarkable in itself. What makes it even more remarkable is that researchers are finding evidence for mastery of this complex skill in students. Mastery of a foreign language, especially English is viewed as a passport to one's future success, thus, more and more people swarm into the tide of English learning. Teachers should know the psychological theory and the process of English learning in order to encourage and enhance the English learning of students.

Language learning is a very complicated process that is influenced by many factors. Besides the intelligent factor, the nonintelligent factors - motivation, attitude, interests, age, methods, will and character are the direct and the most important factors to English learning. It is true that two students sit next to each other in a class. They look alike and are similar in ability, but they act very differently. One jumps into assignments, participates eagerly in class, and gets good grades; the other hesitates on assignments, seldom joins in discussion, and barely gets by. Why? This situation is typical. How many times have we heard teachers say, "He/She could?" Theories of motivation help us explain these differences. Research shows that the mainly influential factors to English learning are: motivation which takes up 33%, aptitude which takes up 33%, intelligence which takes up 20% and others which take up 14%. Therefore, teachers and parents are interested in motivation, which can drive students in English learning actively.

Definitions of motivation

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor - the impulse that generates the action – as motivation. As the term itself indicates, it is a "motive force", something that prompts, incites or stimulates action. According to The Short Oxford English Dictionary, motivation is "that which moves or induces a person to act in a certain way; a desire, fear, reason, etc which influences a person's volition: also often applied to a result or object which is desired." Motivation is considered significant in its role in language learning. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results.

What is motivation?

Motivation is a word that both teachers and learners use widely when they speak about English language learning. Motivation has been considered as both affect (emotion) and cognition; it has been used as both a stable variable of individual difference (i.e., a trait) and a transient-state attribute; and it has even been characterized as a process that is in constant flux, going through ebbs and flows. Furthermore, motivation has been considered as both a factor internal to the learner (e.g., individual curiosity or interest) and a factor externally determined by the sociopolitical setup of the learner's environment (e.g., language attitudes influenced by the relationships within communities). Motivation language is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.

The importance of Motivation in language learning

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei, 2001). Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin, Conversely, sufficient 1994) without motivation, even individuals with the most remarkable abilities cannot accomplish longterm goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Dörnyei & Csizér, 1998).

The Concept of Motivation

The concept of "language creativity" and the idea of choice could not remain without an echo in the sphere of language learning and had an important influence upon the concept of motivation. From a cognitive perspective, motivation was concerned with such issues as why people decided to act in certain ways and what factors influenced the choices they made. It also involved decisions as to the amount of effort people were prepared to expend in attempting to achieve their goals . Johnstone (1999, 146), considers p. motivation as a stimulant for achieving a specific target. similarly according to Ryan & Deci (2000), to be motivated means to progress or to be in motion to do something. Crump (1995) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation.

Intrinsic and extrinsic motivation

Motivation can be described in many types and the main broad categories are intrinsic and extrinsic motivation.

Definition of intrinsic motivation

Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth (Paul Eggen & Don Kauchak, 1994, P.428). It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not (Cheryl L. Spaulding, 1992, p.4). In other words, students are willing to learn the knowledge that is new and interesting in the purpose of fulfilling their curiosity, the need to know and feeling of competence and growth that cause intrinsic motivation. Their purpose of learning is also the enjoyment of the learning process not for praise or rewards. Students with intrinsic motivation orientation study English on their own initiative and tend to prefer moderately challenging tasks. This has a great value and importance in learning, for the inward interest makes them self-starting and selfperpetuating and can keep the motivational machinery going for a long time.

Definition of extrinsic motivation

In contrast, extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged (Cheryl L. Spaulding, 1992, p.4). When students work hard to win their parents' favor, gain teachers' praise, or earn rewards such as pocket money, we can rightly conclude that their motivation is primarily extrinsic, their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards in order to gain selfesteem. And the outward praise and rewards encourage students to study more actively.

Relationship between intrinsic and extrinsic motivation

Both intrinsic and extrinsic motivations are important, inseparable and complementary to each other in English learning. Intrinsic motivation is the type of inner drive that propels students forward and onward with continuous energy fueled by its own curiosity and interest. However, in the real

world all of the students not are automatically energized to perform this or that task, or to learn about this or that topic. Sometimes, a good grade, the threat of failing and praise move students from an inactive to an active state. The use of rewards as extrinsic motivators has sometimes been found to increase intrinsic motivation, especially when the rewards are contingent on the quality of the performance rather than simply on participation. It is clear that extrinsic motivators are sometimes necessary either to get students started in the first place, or to start them down a track that they might not know exists (Don Hamachek, 1989, p.267). However, overstressing the use of extrinsic motivation can stifle intrinsic motivation.

Theoretical Rationale

Motivation is not only an intensive desire for learning and acquiring knowledge of English, but also an inner cause that push students forward in English learning with enthusiasm and willingness. It is something like the engine and steering wheel of an automobile that moves students from boredom to interest. It is an inner power to drive students in English learning. Gardner indicates that the motivation of foreign language learning contains four aspects: a goal, effortful behavior, a desire to attain the goal and attitude. Students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master English language with clear goal and desire and consequently gain better grade than those who haven't acquired motivation and those students usually regard English learning as a heavy and boring burden. It is true that motivation is such a basic factor in language learning that no teacher could avoid being concerned with students' motivation. So it is necessary to understand motivation more deeply, an idea the author turns to next.

The role of teachers in the stages of the motivational process

Nowadays the role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. At the top of the list we should place the teacher's enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating wav. the encouragement of pupils with difficulties, helping them to increase their expectations of themselves. The teacher is a complex and key figure who influences the motivational quality of learning, and plays a pivotal role in mediating the growth of motivation. The teacher is the prime source of the new language, in contrast with the natural setting where exposure is often genuinely situational. The magic strategies that have been used by teachers in classrooms so far are actually aim for a few things which are to motivate the learners in their learning, to show the learners the benefits of learning L2, to create a safe, welcoming teachinglearning environment, and to develop learners' realistic intrinsic motivation

Conclusion

Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it. Psychology has described motivation in a wide range of terms, from instincts, to drives, to needs, to conditioned behavior and as a consequence the word motivation has become very broad. It was with the spread of cognitive theories by educational psychology that the role of mental processes and social factors become more in understanding prominent the of motivation. As teachers, we can directly influence our students' motivation about learning English. As indicated in this paper, motivation is a crucial factor in learning a foreign language; it is influenced by different variables: personality variables, the attitudes of learners, their learning styles, and even the power relationships between languages. Sometimes, teacher is rather like a salesman who must convince and persuade his consumers (i.e. students) to believe that he has what they need and what is useful for them (cited in Kripa, 1988). As a teacher, it is essential and useful to acquire more knowledge of educational psychology especially motivational rationale and effective methodologies and meanwhile come up with the new techniques to be a good "salesman" to motivate and sustain students in English learning.

In sum, these are indeed exciting times in motivation research, with enough food for thought for both researchers focusing on theoretical and measurement issues and methodologists interested in classroom implications and applications.

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RESEARCH ARTICLE



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Challenges in Teaching and Learning of English at Secondary Level Class XII J. RAVINDRA DAS,

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Abstract

This paper describes the challenges faced by teachers and students in teaching and learning of English at secondary level. The study was limited to class XII. It has been observed that in recent times the governments of Andhra Pradesh and India have been providing a lot of facilities including free books and training programs for the teachers at secondary level but the teaching and learning of English is not up to mark. The participants of the study were 11 English teachers including 7 male and 4 female, 70 students including 40 male and 30 female and also; 6 English experts which include 4 male and 2 female. Teachers and students were administered questionnaires and involved in focus group discussion and experts were interviewed. It was found that teachers had no proper training of teaching English, proper facilities were not provided and curriculum was not according to the needs of students. These reasons hindered the teaching and learning process of English. This study was carried out at one of the talukas of Chittoor district, Andhra Pradesh, India.

Key words: English teacher, Learners, Challenges, Secondary level, Existing practices

Introduction

After the 1950s there has been great advancement in communication as a result of which world has become global village. This gave birth to need of common language which was English. These days English is called language of economic system, international tourism, electronic information and higher education.

Over 80 percent international organizations in the field of international relations make official use of English (Mackay, 2002:17). In Asia and the pacific some 90% of organizations use only English for their official proceedings (ibid). Nehru said, " English is our major window of the world."

"English is not a subject which can be taught; it is a subject which must be learnt." (Michel West). F. G French said, "No language ancient and modern can be compared with English in number of its speakers, writers and readers all over the world."

English language teaching is regarded as being far from satisfactory in the country, not conducive to learning the language (Warsi, 2004). Teaching and learning of English in India is based on the system of grammatical patterns and there is a trend of formal and bookish language, students just produce sentence and focus on reading and writing (Nunan, 1988, p 27).

Realizing the need of the English language many training programs to teach English has started. In this connection, Andhra Pradesh government, in the collaboration with British council, Master trainer programme to provide professional assistance to teachers across the region.

It has been witnessed that, in recent times government has taken several measures to improve the quality of English language in the country. However, it has been felt that, there is not satisfactory progress in the improvement of English language. In this connection this study was conducted in one of the districts of Andhra Pradesh India to find out why English teaching and learning is not improving.

The aims of this study were to find out what problems teachers face in teaching English and what problems students face in learning English and also; what academic facilities have been provided for teaching and learning of English at secondary level. It was also one of the aims of the study to observe the existing practices of teaching English at secondary level.

This study helped out to suggest the government some important measures to improve the quality of teaching and learning of English at secondary level with special reference to one of the districts of Andhra Pradesh.

According to (Warsi, 2004) translation method is still being used in most of language programmes. Language teaching programmes are not according to the needs of teachers and learners (ibid). These views also tell us that in India, there are still traditional methods of teaching. We know that method is essential for any kind of development in any language especially for learning any second or foreign language. In this context the use of modern methods in India for learning English has been the dream because the teachers teaching English have no knowledge of modern methods.

After all above discussion we can conclude that generally in India there are too many hindrances in teaching and learning of English which include over crowded classes, use of traditional methods, faulty examination system, and non availability of require facilities etc.

In spite of all the efforts made by the public and private sector the good results are still awaiting and we still need to do a lot in order to have the desired results. It is difficult for the teachers who are not the native speakers to teach English. Especially in Andhra Pradesh, the situation is not satisfactory, particularly in rural areas the situation is not as good as it should have been. Therefore, this study attempts to find out challenges faced by the teachers as well by the students studying at the secondary. This study will also help find out the actual practices of teaching in the class.

Research questions

Following were the research questions of this study.

- What method teachers use for teaching English?
- What problems do students face in the classroom in learning English?
- What academic facilities have been provided for teaching of English?
- What needs to be done to resolve the existing challenges in teaching and learning process of English at secondary level?

Methodology

Strategy of the study

The study employed mix methodology. For quantitative part questionnaire was administered to teachers and students to find out the actual problems they face in teaching and learning of English. They were also asked about the facilities available to them for teaching learning process. Class rooms were also observed. For qualitative part focus group discussion one each for teachers and students was organized so that their opinions could be gathered about the topic. For the expert opinion on curriculum effectiveness or suitability four subject specialists of English were interviewed.

This study was carried out at one of the taluka of Chittoor district Andhra Pradesh India. In the particular taluka there were fourteen Engineering Colleges (Co-Education). In these schools there were 1000 students and 19 English teachers. 07 Colleges, 11 teachers and 70 students were taken as sample while using stratified sampling giving due representation to male female and rural/urban schools.

Plan for Data analysis Collected data was analyzed on computer as well as manually.

Procedure of the study

First of all, the required research tools were developed which include questionnaires for teachers and students, check list for classroom observation and schedule for interview with subject specialists of English. Through questionnaires teachers and students were asked about difficulties they faced in the process of teaching and learning of English. They were also asked about the facilities like provision of appropriate furniture, availability of computer labs, libraries, provision of English news papers, books, audio-visual aids like TV, tape recorder, charts, pictures, overhead projector, multi-media etc. Through classroom check list existing practices of teaching and learning of English were observed. In focus group discussion more perceptions of teachers and students were sought about English teaching and learning. In interview with subject specialists it was tried to find out the opinions of these specialists about the effectiveness of English curriculum at secondary level. Findings were extracted from the analyzed data and recommendations were made for different concerned people to maintain the trustworthiness and authenticity of the data, the researcher completed every step of the study personally.

Findings:

After the analysis of the data, many challenges/issues/facts regarding teaching-learning of English have been identified. It was found that teachers were lacking in on job trainings and refresher courses especially, of English language teaching. In addition to this, teachers do not get training in syllabi change, mostly teachers use Grammar Translation Method, no awareness of Communicative Teaching Method, a few of teachers as well as students use English language in their classrooms, no development of reading, writing, speaking and listening skills, a few teachers use pair work and group work techniques. Though majority of the schools have their libraries but none of these have the provision of English newspapers, no computers, and audio visual aids. The classes were overcrowded and English is being taught as a subject not as a language. Lesson planning, insufficient time allocation, classroom management, modification in curriculum of English Language in the secondary schools were found. One positive point in whole picture was the teaching experience of the teachers in ELT; because most of the teachers had more than eleven years. But on the other hand most of the students do not ask questions, and their emphasis is on reading skill especially on aloud reading skill.

S. No	Area of interest	Results in %
1.	Teachers" Training and Refresher Courses	63.63%
2.	Training in Case of Curriculum Change	0.0%
3.	Use of Grammar Translation Method	90.90%
4.	Awareness and use of Communicative Method	0.0%
5.	English as a Medium of Instruction	30.00%
6.	Students use English as a medium of communication	27.27%
7.	Use of Four skills of English Language	0.0%
8.	Pair-work or Group work techniques	27.27%
9.	Creativity among students by home work	0.0%
10.	Libraries in schools	50.00%
11.	Provision of English Newspapers	0.0%
12.	Availability of Computers	0.0%
13.	English as a subject	100.00%
14.	English as a language	0.0%
15.	Over-crowded Classes	63.63%

Table: 1 Findings

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16.	Use of A.V. aids	0.0%
17.	Lesson Planning	0.0%
18.	Insufficient time allocation	54.54%
19.	Classroom Inspection System	0.0%
20.	Modification in English Curriculum needed	50%
21.	Classroom Management	0.0%
22.	Teaching Experience in ELT	72.72%
23.	Passage Translation into Mother tongue	100.00%
24.	Use of reading skill	100.00%
25.	Students ask questions	36.36%
-		

Recommendations and discussions

- Teachers should try to encourage students to use English as medium of communication not only in the class but also at home as well.
- > Child centered activities are necessary to be used in the class.
- > They should also try to learn and use modern methods of teaching including communicative method in the class room. Students should be given creative home work.
- Efforts should be made to promote all four skills (speaking, listening, reading and writing) of English language in the classroom.
- Teachers should also try to encourage students to read English news papers and same be provided to schools.
- Teachers should prepare lesson plans and should deliver them with the help of audio visual aids which could create realistic situation for teaching of English.
- Students are advised to use English language in the classroom as well as at home so that, they can get good practice. They should ask questions from the teachers in the classroom and get your concepts cleared.
- Students need to work properly and come to school regularly and emphasize to develop all four skills while learning English and promote self study.
- They should try to watch English programs when they get free time, specially listen to English speeches. If possible students should try to use internet for learning English.
- Curriculum should be reviewed after some specific time. All the stake holders, including students, teachers, parents and administrators should be included in the committee for reviewing the curriculum.
- Curriculum should be child centered and activity based which could promote English as language not as subject. Curriculum should be based on modern teaching methodologies.
- Teachers should be trained keeping in view the changes made in the curriculum. More creative exercises based on four skills (speaking, listening, reading and writing) should be included in the text book of English.
- Parents should encourage their children to use English at home and class. They should also try to buy their children different English books and magazines especially English news papers and make sure that children read them on the regular basis.

- Parents should also make sure that their children attend their classes regularly. They should also have close contact with the teacher so that, they can inquire about the study and class performance of their children.
- The administrators should try to motivate teachers for attending the classes regularly and make use o English language in the class. They should try to provide required facilities in the schools. They should try to provide professional assistance to the teachers.
- Teachers to use audio-visual aids and modern methods of teaching during the teaching of English.

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RESEARCH ARTICLE



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Synchronization of Traditional and Modern Approaches in Teaching English

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ABSTRACT

Teaching is an art, where as learning is a process of registering, recalling, retaining and reflecting. In fact, they both go hand in hand. Primarily, teaching differs from person to person. But learning as well, varies from learner to learner. Hence, a teacher has to adopt a method which is convenient to him or her to exercise the mode of inculcating knowledge to the students in classroom situation to enable them to pursue education with much ease. Since English is a second language, it naturally poses difficulty for the learners to get acquaintance with the language at once. So, teachers have to employ different methods, approaches and techniques to draw their interest in the learning process.

Traditionally, a teacher uses chalk and board to impart lessons in a disciplined atmosphere. As he is endowed with fund of information, he is able to enlighten the students in a systematic way to catch the spirit of the language. So to say, it has been considered ideal and efficacious way of teaching for a long time. But, it is absolutely a teacher-centered approach where students become passive at times to learn the language.

To counter such challenges, it has become inevitable to create a student-centric environment to stimulate the learners to show much avidity in learning the language. The onset of ICT has triggered a new avenue in course of language learning. For that purpose, different electronic gadgets have been put to use to transform the classroom lively and vibrant.

It is true to the fact, the modern approach though appears convenient and comfortable it has got its own demerits. Here, the teacher has to remain as a facilitator inducing the students to learn on their own through computers and other electronic gadgets. As a result, there is a possibility of getting distracted in the sense that deviations may occur in learning process. So, it is the need of the hour neither to discourage traditional approach nor to neglect modern approach. Let us not ring out the traditional approach but ring in the modern approach to enrich and enhance teaching of English in a sensible and congenial ambience.

The present paper aims at synchronizing traditional approach with modern approach in tandem to accomplish fruitful outcome.

Introduction

The entry of British on Indian soil though for a business purpose, later, it has widened its influence of dimension in an amazing way. They have sensed to transmit their language Indian to community. Consequently, English has been introduced to train the Indians who are "Indian in blood and colour, but English in taste, in opinion, in morals and in intellect." (Macaulay's Minute, Calcutta, 1835) In course of time, it has received impetus as a second language for the Indians to learn. In no time, Indians as well, have shown positive response to imbibe the language for communication. Subsequently, the experts of language have invented an approach to achieve their purpose of teaching language in а methodical way.

Traditional Approach

It is a well-known fact that learning English language is the prerequisite medium for the development of communication. So to induce the spirit of learning, traditional approach has paved way to enthuse the learners to get command over language skills. Its aim is to enrich the ability of reading comprehensibly, writing grammatically and speaking intelligibly. As Bacon aptly observes, "reading maketh a full man; conference a ready man; and writing an exact man."(Bacon, "Of Studies") In the process of teaching, it signifies teacher-centered. Here, a teacher has almost appeared as a disciplinarian using chalk and board to enliven the student community to focus their attention primarily on learning.

In the teaching process, the teacher gives a model reading with good pronunciation to improve learners' capability of listening and reading. Besides, he/ she dictates words as an exercise to get acquaintance with vocabulary and spelling. As for writing is concerned, the teacher takes resort in assigning controlled, guided and free composition. When it comes to the teaching of grammar, it depends mainly on rules. Accordingly, related exercises on different items are assigned for practice. On the other hand, to cultivate speaking skills, the teacher involves the students to learn the dialogues by heart suitable to the situation.

In another facet, the traditional teacher has adopted translation method duly laying emphasis on grammar rules, vocabulary knowledge and application in translation exercises, as the learners in India are very much familiar with mother-tongue. Besides, it is regarded as an easy way to teach and to make them understand lessons with utmost clarity. The strategy that is exercised in introducing any textual piece, the teacher at first motivates the students about the topic that he or she would like to explain in the class by posing related general questions. If the students are incapable to respond to his motivation, he involves in creating a situation to bring awareness about the lesson he deals with. At times, students may be responsive and feel flexile to grasp the content with much interest.

As we have two sides of a coin, the traditional approach does have benefits and limitations.

Benefits:

• It enables the learners to move from known to unknown.

- Students can get acquainted with vocabulary in an easy way.
- It is feasible and effective medium of gaining capability of reading.
- It lends an easy way to memorize foreign phraseology as with the help of native language with much comprehensive competence
- It widely gives scope for a teacher to make students interpret and assimilate English words and phrases without any ambivalence.
- English grammar can be taught judiciously by comparing and contrasting with the mother tongue grammar.
- It is quite supportive to test the ability of comprehensive skills of stakeholders.
- It provides good knowledge about the structure.
- It facilitates a room for enhancing reading and writing skills
- More than the above, there is a great scope for enriching etiquette besides mastering the language.

Limitations:

• A learner may be deprived of acquiring the nuances of the language and may be habituated to form sentences in his mother-tongue, which

would land him in trouble in a long run.

- Learning pronunciation cannot be possible as undue emphasis laid on reading and writing.
- It is felt literal translation of words and sentences may not be always helpful.
- Learning English language becomes difficult as there are no equivalent words in mother tongue for example: ice, field, drawing room, happiness, gladness, trance, ecstasy, seat, busy etc.,
- Grammar is the vital in mechanism forming This sentences. may be disturbed due much to emphasis given on rules to construct sentences. As a result, students are not able to prone to express or write their own spontaneously.
- The use of mother tongue all the time is unsuitable for a class with different language background.
- This method makes the learners passive as most of them are not endowed with considerable mettle.

Modern Approach

The spread of concept of globalization and the multinational marketing have promoted people to transact with different countries for the sake of business purpose. Since then, English Language has been receiving greater importance in all spheres of life as it has appeared a comfortable language to exchange their views with one another and to foster the conglomeration of different cultures under one umbrella. As a result, a profound transformation has been witnessed in learning and teaching of English language.

So, the traditional approach which has had hay days for a long time has received an axe-blow with the advent of technology. Subsequently, various approaches have been emerging from time to time to generate interest among the learners. They are primarily aimed at student-centric learning. The role of teacher is multi faceted as a facilitator in creating congenial atmosphere for the learners to develop language skills besides in encouraging the stakeholders to learn English language not to just communicate but to strengthen themselves to make the language as life skill to encounter the challenges in professional arena. Albert Rayan points out that use of L1 which is paramount in traditional approach "is not effective for many reasons but suggest that L1 can be used judiciously. Though the use of mother tongue cannot be completely ruled out, it can be said that if English is taught in English it will have a positive impact on the learner." (Ravan, 73) Hence, it is necessary to an ideal English teacher to exploit the technology to the optimum extent to mould the students to update themselves to confront any situation with much efficiency and proficiency to accomplish the set targets. In this process modern approaches (Audio-visual, CLT, ICT etc.,) are supposed to be relevant and efficacious way out to prevail upon the

learners to learn the language with much dexterity.

As for classroom situation is concerned, students themselves can activate to respond to the teacher by using ICT as a learning resource to accomplish expected outcome.

Benefits:

- Modern approach can create tremendous interest in the students with animation and videos and other electronic gadgets which provide more information and explanation.
- It helps the students to memorise the lessons for a long time due to audio-visual effect.
- A teacher can cover the syllabus in short time as there is no need to write on blackboard.
- This approach emphasizes much on improving communication skills.
- It lends much practice and experience to meet their communication needs.
- There is a wide scope for the learners to have communicative interaction.
- It thrives for a healthy rapport between a teacher and taught.
- Students develop internal motivation to master the language with much agility and aptitude.
- Students are enlightened as the lessons are taught on activity based.
- The role of a teacher becomes a facilitator and initiator of the activities.
- Possibility to prepare authentic material to impart lessons rather than the text book as a necessary component.

- Wide opportunity to entail students in group activities, role-plays, problem-solving tasks etc., to enhance language skills without any inhibitions.
- Language is given much prominence through its function rather than its form.
- Free access to acquire good pronunciation through video clippings.

Limitations:

Though this approach may have umpteen benefits, but it is not without short comings due to unfavourable conditions, it means, in all circumstances as they prevail adversely. So to speak about the limitations

- It is expensive and the schools and colleges may not afford to accommodate sufficient equipment and facilities for employing this method meaningfully.
- It discourages oral and aural experience which is indispensable to learn language freely and firmly because of excessive visual impact.
- Besides, it deprives the stakeholders to enrich creativity and hinders their autonomy to exploit their intellect.
- It requires a sophisticated classroom design which incurs huge expenditure.
- It is appropriate to instruct to a moderate strength rather than a large classroom.
- Indiscipline may exist due to excessive participation of students in

different activities in the classroom as it is a student-centered approach.

• At health point of view, it is felt not suggestible as it affects eye sight due to usage of electronic gadgets in a quantum leap.

Of course traditional modern and approaches are the choice of teaching English but from time to time notable changes have been formulated through various approaches as Grammar Translation, Audio-Lingual, Direct. Humanistic. Communicative Language Teaching and Eclecticism in Principled imparting language skills conveniently and easily to the learners of different levels and caliber. TJ Taylor gives an account of the use of approaches in different periods in graphical representation as:

Tim	eline o	f Teachi	ing Met	thods) Taylor
1900	1910	1920	1930	1940	1950	1960		1970	1980	1990	2000
	Gran	nmar Translation							Suggestopedia		
									Corr	municative Lang	wage Teaching
						Audio-lingual	ism				
								The Sil	ent Way		Principled Edecticis
	1	Direct Method									
								Total P	hysical Response		
Key:											
,	Method is	widely used or	popular					Comm	unity Language I	.earning	
	I include the		alat annual an inte	a second s							

It is clear from the above analysis relating to traditional and modern approach there has been a conflict and it has become a bone of contention about the practice of teaching. But, some may strongly support that either of the approach is feasible. However, the time demands differently due to constant change in teaching and learning the language. Traditional approach sounds outdated for the teachers of modern times due to paradigm shift that has taken place with the dawn of technology. Nevertheless, it is also opined that the shift may not yield set goals in view of several limitations. So, it is wise on the part of teachers to synchronize traditional and modern approaches with much sense and sensibility to make journey of English in India without any obstruction.

So, to improvise the teaching effectively in classroom situation, certain textual items and grammar can be taught through two approaches in a convincing way. For instance, while teaching a prose piece, "On Shaking Hands" by A.G. Gardiner, it can be demonstrated through ICT instead of explaining orally to make the students grasp the content with considerable understanding. But to teach grammar much drilling is necessary contextually. For that blended approach is apt and suggestive. For example, to explain reported speech, assist the learners to do ample examples suitable to the day to day life situations instead of giving gist of rules. To say so, several grammar items can textual and be experimented at teachers' discretion to entail the learners to learn the language with much zest and zeal. Then only, the teaching and learning process would receive poise in delivering goods irrespective of classroom situation. Hence, knowledge of traditional and modern approach is most essential for every English teacher to execute teaching with much felicity. It is neither neglected nor relegated but to uphold the two approaches with earnestness.

Summing Up

On the aforesaid point of view, it is believed that whatever be the approach and method it is on the onus of the teacher to make use of the techniques and strategies compatible to his way of teaching to draw the attention of beneficiaries i.e., learners who have to grapple the spirit of language to prosper themselves on their career path successfully. By synchronizing this two approaches a teacher can promote cooperative learning, risk taking. building self-confidence, dispelling inhibitions and inculcating discipline in learners of all times. Let us hope optimistically the English teaching fraternity may mull over the combination of two approaches to make a bench mark in teaching and learning process.

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RESEARCH ARTICLE

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Innovative Ways of English Language Teaching in Rural Areas

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Of all the languages in the world today, English deserves to be regarded as a world language. It is the world's most widely spoken language. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. Countries in Asia and Africa that were till recently under the British rule got their scientific knowledge and technological know-how from English books. It is the knowledge of English that helps these countries maintain high level of their intellectual and scientific training and achievement. English is being learnt and used all over the world not as any imposition but through the realization that it has certain inherent advantages. One person out of every four on earth can be reached through English. Randolph Quirk points out: "There are now something like 250 million people for whom English is the mother tongue or 'first language'. It we add to this the number of people who have a working knowledge of English as a second or foreign language, we raise the total about 350 million."(Paul Verghese, Teaching English as second Language, p. 1)

English, though an adopted language in India, Nigeria, etc., had deep cultural roots in these countries, and has become part and parcel of the intellectual as well as the emotional make-up of the educated people there. Not only has English enriched the languages of these countries, but it has also lent itself to be the medium of creative expression for some of the writers of these countries. Thus in India we have Mulk Raj Anand, R.K. Narayan, Raja Rao and others writing in English, Chinua Achebe, Wole Soyinka and others writing in English in Nigeria. Similarly in the West Indies we have writers like V.S. Naipaul, even as there are great many world famous writers in English in the erstwhile colonies of Great Britain. The literatures written in English in these countries today constitute what has come to be called Commonwealth English Literature as distinguished from English Literature and American Literature.

Today English has entered the fabric of India's culture. The importance of English can be understood by the fact that English is used worldwide i.e. throughout the world to communicate. Job applicants are required to know English as their primary language. The recruitment process of the companies today is also done on the basis of the knowledge of English. Preference is given to the applicant who has a better command on English and for those how can communicate easily. Rural areas can be developed only if there is a flow of technology from urban area to rural area. This can only be achieved by learning a common language i.e. English. Communication with the NGO's and other foreign designators will become efficient with second language. Internet is the basic source of knowledge worldwide. To study through internet, English is very crucial. All the information on the internet is basically in English, therefore to understand and process the information, learning English is very important. For the development of rural areas, learning English is very crucial. More and more job opportunities are available to the candidates who are thorough in English. Hence, learning English can bring about development and technology advancement in the rural areas and also in the development of our country.

English Language learning is very important for students of rural area's because English is a universal language. The present day English is a symbol of people's aspiration for quality in education and a fuller participation in national and international life. It is fundamentally essential for rural Students to learn English from a young age in this rapidly globalizing world. English Knowledge will help them to open many opportunities for them in the future and it will be invaluable in their future careers. However, teaching English to rural students is not an easy job, but it is also not difficult Many teaching positions involve too.

teaching Rural Students a unique experience that is both challenging and fun. So, awareness among the rural people about the ways of Teaching English Language is very important. As we know one of the densely India is populated countries in the world and it's also probable that the illiteracy rate is also quite high.

This is always seen in the most of the rural areas in India. Therefore we desperately require a way to spread the awareness among the rural students in order to develop the nation economically. Literacy in the case is not only the language but also to know and be aware of everything happening around. This requires an initiative in order to teach the illiterates. Teaching can be accomplished in several ways. Some of the ways of teaching can be Social services in which the literate students take initiative in order to educate the rural. One of the good examples is right in our college English Literature Association (ELA) is the group where students teach rural students about grammar. Also the other way can be throw posters and banners regarding the current news and topics other methods like group discussions etc. can be performed among the people themselves so that they can share the knowledge among themselves. Also now a days there is a new trend about the English language as English has become one of the most used languages in the world. In the rural areas where English is a challenging language, teaching can be taught by way of skits and drams in simple English. These would help the people in learning about the growing importance of English language.

Importance of English today is something that can't be emphasized enough. It is as important as a graduation degree. For everyone in cities there is a choice to learn English but when the scene changes to rural areas it is left alone. In rural area teachers are not taking as seriously. Even in higher level education the language teachers are not teaching Language as a challenging language. In some of the situations second language taught in mother tongue. Even literature also they are teaching in mother tongue or their first language. This is very big drawback to learn language. The Language teachers should not use bilingual language in higher level. They should use only second language, then only the students will get knowledge of English language. The English Literature also taught in their mother tongue.

English education is a luxury where not many can even dream of learning English. What causes this huge difference? Why do cities have as many institutions and why does rural areas do not have a scope of one institution? The hospitability of the villages discourages the educators. It can be solved by convincing people to set up institutions is something that can't be easily done but this problem can be solved by remote methods of teaching. Keeping this short let's discuss about the two most successful media. First one is Social Media and another one is via Television; the advantage of television above a radio is enormous due to its visual aid. Mentors can now take the advantage of the display from visual. Students can be kept interested in this way. Teachers should be trained first because most of the times even though the teachers are well qualified and well versed in English , they are shy , or lack interest to initiate the English learning for students, most of the times the teachers teaching English in Marathi , Hindi or local language all the time. Personality grooming, training's should be conducted for teachers to make them understand the importance of English in the future of children.

Rural area people are not getting proper facilities in schools and hospitals. NGO's are independent from the government control. NGO's has come forward to handle these situations voluntarily. Conduct campaigns by going to every village and giving awareness to the children about the importance of English in the present society. They conducting essay writings and elocution competitions and organize literary clubs in the villages so that the children can participate. The children are also providing library books like magazines and novels every week. So this is one of the best ways to teach English especially in rural areas. the campaigns Through these Non Governmental Organization can spread the importance of English language. They can teach the poor people of rural areas free of cost and can help them uplift the standard of their living. For example : Bill Gates, Ajim Premji and other influential person are funding and providing rural areas with fundamental English techniques and good teachers to educate them.

In northern India at villages NGO's create a group, who have a common interest in learning English. The group will have one leader and sub leaders from that group itself. They will be provided with English learning material and English pronunciation CDs. Each will be asked to prepare charts, slogans about the basic need of English to enhance the no of people in the group. The group leader will be helped by graduates or he can individually meet the teacher teaching in nearby school. Any other posts materials, advise etc. will be made available by use of social sites or phones. This particular project will aims at giving the basic education in about their village, environment etc. During vacation sessions will be held by graduates' to make it more effective. Now they will create one club in colleges to do the same. People having common interest will come and join the club and will do the same in their respective villages.

Through primary schools they will send particular English learning packages and one special teacher in every village. There that teacher will form the group along with village people. In that particular project they will first tell the importance of learning English, English as an easy subject to learn, the basic need of learning English to get any kind of job. Then they will start teaching English forming groups and that will be handled by that particular teacher sent by the government. Every month they should organize the session to express their views in anything or in given topic. Then they should give prize based on performances. This will create interest in learning and it will attract the child group of villages to learn in enjoyable manner. They will show some videos, speeches and movies in English every month in villages. This will help them to create interest in learning English. For that it needs government support in budget and management. Such projects will facilitate to make English a second language all over India.

International Organizations also help to enrich the English language in villages. WHO is directing so many projects to help the rural pupil. The organization can send learning material and they can tell the basic need of English. For any kind of further help different helpline number will be always provided. One particular page will be created in Face book to update the information and instructions to learn in efficient manner and to send in all part of the world. For extra support and WHO can send guide in villages to teach English according to requirement. There are many private institutions and company running different private projects in the rural areas. These private institutions are proving a great boon in the advancement of rural areas. They can also help in spreading the importance of the English language in the rural areas. They can afford and easily provide good teachers to promote the importance of English language and special teachers can be providing to increase the quality.

For us, Indians, English has a special place. This is not merely because English is a world language but because it has historical associations and has made an impact on our cultural life. For this reason English is not a foreign language to us; it is a second language. It is unlike Russian or French or German to us. So, in the teaching of English is India we should treat it as a second language and not a foreign language. We need English not only for operational purposes but also for indentifying ourselves with those who use the language in India and abroad. So, our aim in teaching English to our rural students is to enable them to use English with ease and comfort, that is, to use it both instrumentally and interactively. That is to say, they should be able to speak and write English effectively and develop and ability to understand the basic patterns of the culture of the English-speaking peoples. It is possible for us to realize the aims if we successfully cope with problems of teaching English in rural area students

We are clear that a lot of change has to be done in Indian rural areas regarding education of children. Many children in rural areas are not getting educated as there are no proper schools, even if there are schools there is no proper management. Teaching in rural areas should be done in creative way which involves less strain and educates more number of children in a short period of time. This directly reflects the increase of literacy rate of our country. This can be done in many ways such as educated students conducting study campaigns, making use of social media, mobile conference with senior professors etc., and also non private organizations are being encouraged as they are collecting funds and providing study materials to poor people in rural areas and also teaching them. The government should also take necessary actions make India brighter to bv enlightening the children of rural areas who are actually weak now. Then only India to become a developed nation from a developing nation, the difference between the rural areas and urban areas should decrease.

Finally English teacher, especially those who teach rural students need to be very patient and systematic. They are expected to

a miraculous job under adverse do conditions. This is a real challenge which may sound impractical, but it would be highly unjust on the part of the English teacher if he/she overlooks the seriousness behind the issue and it would deprive the students' opportunities which are mainly attained through communication skills. The teacher's interference at the right moment in the classroom has appeared more remedial in all times and herein lays his innovation. We need English Language not only for operational poses but also for identifying ourselves with those who use the language in India and abroad.

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RESEARCH ARTICLE



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THE CHANGING FACE OF ENGLISH TEACHING

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This paper tries to explain the sweeping changes that have come about in teaching English over the past two decades or so. Though this had been going on for over a long time it is just since the turn of the century that everyone realized that there was something that needs be changed vis-à-vis the way we teach English in our schools and colleges.

English teaching underwent a paradigm shift because of the changing needs of the students. Until the advent of the internet and ITES English was learnt almost as E.F.L in India; that is to say people did not

need the language other than purposes like appreciating the literature written by the English or maintaining relationship with them. There was indeed no reason for the students especially those from the rural areas to learn English.

The new millennium signaled а change in the way we live, we travel, we communicate and we do business. The changing scenario required a command good on the English language since IT and ITES heavily depended on that language. This shift in the use of language brought about a change in the way it had to be taught. The teachers and students who had been enjoying the ease and affability that the Grammar Translation Method offered sat up and took notice of the changing preferences of the world and discerned the need of giving due recognition to the spoken idiom which had been until then grossly neglected.

Different committees and constituted the commissions by government to make the necessary recommendations on the need for teaching English and methodology to be adopted for doing the same have left certain valuable guidance. As a result the good old method of teaching English i.e the Grammar Translation Method is replaced with a meaningful method called the direct method or the natural method.

The results of this are there to be seen. The unusual success that the young students of India attained in the realm of information technology and technology information enabled services is a standing example of how much and how effectively English is being taught in India today. India could make giant leaps even as people from countries like china and Japan despite having all other skills on par with their Indian peers couldn't keep pace just for the reason that their English was not formidable enough.

Unfortunately, not everything is hunky dory. The way English is taught in India has undergone a paradigm shift but it has not penetrated into the rural areas where of thousands of young hundreds English still children treat as something mystical, something which only their convent educated urban cousins could know.

The following are certain ways the government both at the state level and at the central level should do to make students competent in English.

- 1. The government should realize the fact that in the present world scenario makes it compulsory for everyone to have a good command of the English language. It is a globalised world that we live in today and by not learning the English language we are isolating ourselves from other countries.
- 2. English as medium of Instruction: There is а section of people which argues that we should spend our time and resources on developing our own languages to give education to the future generations of this country. Though there is nothing wrong in their philosophy, their contempt for the English language cannot be supported. This is because all knowledge is encrypted in the English language and even when we have such languages which

can be used as medium of instruction, we are simply translating English the books into our own languages. This unnecessary burden on the national exchequer can be better utilized by making English the language of instruction.

3. The academicians should put their heads together to look into what ails teaching of the English language and make a sincere attempt at putting things right.

Conclusion:

Over the years we have come to know that there is nothing like a panacea which can cure all our ills. So we need to diversify according to the time and need. The same English that is taught in our schools and colleges should be divided different into types of English and be taught like English Engineers, for English for Doctors, etc. If those at the help of affairs do not wake up in time, we will miss the bus because the Chinese dragon is going on an overdrive in terms of

learning English and own all the opportunities that come from it.

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TEACHING LANGUAGE THROUGH LITERATURE BASED ON A BLENDED APPROACH

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Introduction:

It is very important for every student to learn English language. The two main points to learn the language are – first one is grammar and the second one is vocabulary. Both grammar and vocabulary are interlinked with each other. Where we go through the literature like prose, drama and novel we find both grammar & vocabulary in literature itself.

Through literature we can easily teach grammar and students will come across vocabulary. Most learners learn grammar rules and vocabulary separately. But they are not able to blend them appropriately, in their use of language.

What Is A Bended Approach?

Blended approach is something different from communicative and structural approach. In blended approach both traditional class room teaching and online learning plays a very important role. Here both teacher and online technology plays an active role to teach language to the students. Without proper teacher guidance students will not understand the subject properly and without online learning they are not able to learn many techniques and examples. Sometimes the teacher is not in a position to teach grammar. If teacher didn't teach grammar correctly while teaching the literature and also not know how to pick out grammar points and many vocabularies present in the literature while teaching. It is not useful for the students. They may learn story, but the main grammar and language usage and different words present in the story will not reach the students. In this case it is preferred to go for online learning.

Teachers' role in the class room to teach language through literature:

The first point a teacher has to keep in mind is that the selection of text should be done based on student's comprehension level. When a teacher teach grammar rules students will understand the rules but when it come in to practice they are not able to use the grammar rules in usage. So, a teacher has to teach every grammar rule come across in the literature, we are teaching grammar separately and vocabulary separately. But through the literature students come across with combination of both grammar and vocabulary.

Online technology role in teaching language through literature:

- When students come across with a new grammar point while learning the literature they can easily practice many exercises based on the grammar point in online.
- In literature we can come across with many collocations (A collocation is a combination of words that are commonly used together). For example committed suicide

Students might know the meaning of suicide but most of the students don't know how to use the appropriate form to express the word suicide. Through literature they come to know vocabulary and collocation like – do me a favor, have a good time , break the rules, take a break, make an effort etc. students can find lot of examples for collocations through online.

- Teacher can give many exercises to the students that to listen the audio recordings of stories in the online and ask them to make note of vocabulary and grammar points and also collocations present in the story. It is also helpful for them to improve their listening skills.
- After teaching the drama teacher can show the movie in the online, students can easily understand the

conversation and style and also pronunciation while watching the movie.

A teacher can answer show the poem in the online, where most of the poets narrate their own poems. Here students come to know how to read poems while listening

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Role of Blended Learning in Fulfilling the Needs of Modern Learner: A Study

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ABSTRACT:

Even though the British ruled India for 400 years, English seems a foreign language to us even today. Parents prefer or are keen to admit their wards in Missionary Schools or in schools where Anglo-Indian language instructors teach English so that their children learn the language from the experts and in the correct form. Present generation students are gettinga lot of exposure to he English language through media and the internet. Unfortunately, majority of the faculty teaching the English language are not updating themselves to match the interests of the current generation Faculty shouldmake extensive useofInformation and Communications of the students. Technology (ICT) to make English Language more interesting, while they are teaching the subject to the students. In this article, the researcher conducted a survey on B-School students and identified the key aspects of the issues and challenges of the students while learning English Languageeven at PG level. The researcher made an attempt to change the pedagogy of teaching the Language in a traditional way but blended it with technology, based on the outcome of the survey. The researcherintroduced e-Book Reading & Review Writing, Videos for language improvement, Skype Interviews, Quiz through WhatsApp, and Spell check & pronunciation using Google etc. as the technological tools and blended them in the pedagogy of teaching Business Communication as a course at MBA level. This experiment gave positive results and encouraged the students to initiate a Language Lab by the name 'Communicare Club'. The students handle, manage and conduct the activities of this Club independently. The researcher observed that the students attending these activities were more interested in improving their speaking and presentation skills with the better usage of the so called "Foreign Language -English".

Key words: Information and Communications Technology (ICT), English Language, Language Lab, Business Communication.

Introduction:

The role of a teacher has a significant impact on any student starting from School level to Higher Education, even in 21st century. Students have a general tendency to give high priority to their core subjects than languages. Teachers also take advantage of the situation sometimes and relax while teaching the languages. Before blaming any one insuch situations, one should understand the problem completely.

Today due to the spread of education across the country by various stakeholders, language teachers from KG level to PG level need to understand the ground realities while handling the language classes. Students while watching various TV channels either of their own interest or peer-pressure may get a better grip on the language – English. When international students cometo Indian campuses, the domestic students develop more interest in learning and usage of English Language, as English is the common medium of communication. Unfortunately, some of the teachers still use outdated concepts in pedagogy, even in this age of Technologyand easy availability of internet. One should also point a finger at the administrators, managements of several academic Institutions as well as the Regulatory authorities for not giving freedom to the faculty either to reshape the curriculum or to bring changes in pedagogy using technology.Information and Communications Technology (ICT) should become a backbone in developing pedagogy but unfortunatelynot all academic institutions are using ICT.

Whether one teaches elementary level students or PG level students, teaching can be boring and monotonous, if we use the traditional blackboard and chalk method. Thus, finding technology support in teaching always makes both teaching and learning more enjoyable. To integrate technology into the classroom, a teacher should be computer literate and must ensure that students have the knowledge of basic computer skills required.

Review of Literature:

Jon Clausen (2007) through his empirical study addressed the issues of new teacher development and the role of the institutional context on new teachers' instructional technology use. The study examined the first year teachers, their development during their initial year of classroom experience, and how the institutional context they entered affected their instructional decisions about the technology use with students. Results underscore the challenges many new teachers face and how those challenges affect instructional decisions of new teachers. Results also stress the importance of the institutional context in valuing new teachers' instructional decisions about technology use with students.

Jamuna A S (2012) compared all the new methods in learning of English i.e., Poetry, Vocabulary Building, and Mock Advertisement for Resume Building that prepares different level of students for Job Interviews. These methods right from school level to PG level make the whole teaching and learning process a pleasurable activity.

Brain, Timothy and Katherine (2013) have measured the level of communication apprehension in 263 students and the relationship of their communication apprehension to measures of leadership initiative, multi-cultural appreciation, adaptability, and academic performance. Results revealed that communication apprehension was negatively associated with students' willingness to take on leadership opportunities, appreciation for a multi-cultural world, and adaptability to new situations. No significant relationships were found between communication apprehension and overall GPA. The authors have suggested some strategies for mitigating communication apprehension

Jamuna and Srinivasa Rao (2013) in their study on Communication and its impact on Management students' professional life, have tried to interconnect the Role of Communication, Academic learning and Academic Performance of students in a B-School. The authors have done a Descriptive Research and tried to connect between Communication Skills, Personality Development and Academic Performance. The Authors have drawn conclusions on the role of Communication and its influence on Personality Development and Academic Performance of Students.

John Tanner and Joel Whalen (2013) suggested a strategy to speed teaching innovation transfer between marketing educators. Innovations include how to regulate students' classroom behaviour via formal contracts, do means-end laddering, develop personal branding, learn from failure, enhance career development, stimulate creative thinking, increase cultural awareness, and apply hot yoga to business statistics.

Methodology:

The Research Problemidentified was to understand how students of Management Students perceive Communication as one of the traits of leadership and use it as a strategy while exploring employment opportunities. The Study was of Descriptive Research and data was collected using Convenience Sampling from 173 students studying M.B.A. from a reputed Institution in Bangalore, Karnataka, out of 300 students in the campus, by inviting them to take part in the survey on a voluntary basis.

A questionnaire was designed to capture the opinions of the students on four aspects – Objectives of Communication, Influencing Factors of Communication, Knowledge and Advantages of better Communication. Each of the four aspects of Communication wasverified through a set of questions in statement form measured on a 5-point scale (1 being a low degree and 5 being a high degree of acceptance). In the Questionnaire, there were twenty questions overall, but for the first aspect of Communication – "Objectives of Communication", three questions were considered. For the second aspect of Communication, "Factors influencing Communication", nine questions were considered. For the third aspect of Communication- "Knowledge', two questions were considered and for the fourth aspect of Communication- "Advantages of Communication", six questions were considered.

Data Analysis:

Data was analyzed based on students opinion about their agreement and disagreement about various aspects connected to Communication. The following are the Socio-Demographic aspects of the Respondents:

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Table-1: Distribution of Respondents as per Gender

Count of Gender			
Program Nature	F	Μ	Grand Total
Grand Total	65	108	173

(Source: Primary Data)

Table-2: Distribution of Respondents as per Age

Count of Age							
Program Nature	20	21	22	23	24	25 and above	Grand Total
Grand Total	3	37	55	47	24	7	173

(Source: Primary Data)

Table-3: Distribution of Respondents as per Education Background

Count of Educational	Qualifica	ations				_		
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Program Nature	BA	BBA	BBM	BCA	BCOM	BE	BHM	BIRM	BPHARM	BSC	BTECH	МСОМ	Grand Total
Grand Total	4	28	14	9	41	24	1	1	5	14	31	1	173
(Sources Drivery Date)													

(Source: Primary Data)

The responses for each question measured on a 5-point scale (1 being a low degree and 5 being a high degree of acceptance) were categorized into two: Agreement (those gave options 4, 5) and Disagreement (1, 2, 3) and the statements which had a greater agreement by the respondents are given in Table-4.

Table-4: Distribution of Respondents (in percentage) as per Agreement to the Statements

Question No.	Statement	Agreed
		To the statement
Objectives of		
1	Communication is important in life	100%
2	Through Communication we can develop network with People	97%
3	Through Communication we can win people over	75%
Factors infl	uencing Communication	
1	Your Friends' circle influence your Communication	60%
2	You can develop Communication by interacting with your friends	86%
3	You can develop Communication by watching Movies	68%
4	You can develop Communication by Reading Books / Novels	92%
5	Academic Institutions impart Good Communication	69%
6	Teachers influence your Communication	75%
Knowledge		
1	Knowledge is more important than Communication	60%
Advantages	of Communication	
1	Communication is important in getting promotions in Jobs	78%
2	Communication is important in career	89%
3	You can get a good Job if you have good Communication skills	85%

4	Oral Communication is important in getting a Job	75%		
5	Written Communication is important to continue in a Job	64%		
$(\mathbf{C}_{\mathbf{r}}, \mathbf{r}, \mathbf{r}_{\mathbf{r}}, \mathbf{D}_{\mathbf{r}}, \mathbf{r}_{\mathbf{r}}, \mathbf{D}_{\mathbf{r}}, \mathbf{r}_{\mathbf{r}})$				

(Source: Primary Data)

From Table-4, it is evident that respondents agreed that Communication is important for students to have a better professional life. This made the researcher to useICT in teaching Business Communication that will inspire B-School students, in order to make the teaching – Learning a contemporary process.

Blended Learning:

The researcher introduced e-Book Reading &Book Review Writing, Videos for language improvement, Skype Interviews, Quiz through WhatsApp, and Spell check & pronunciation using Google etc. as the technological tools and blended them in the pedagogy of teaching Business Communication as a course at MBA level. This experiment gave a very good result and made the students to initiate the Language Lab by name "*Communicare Club*" and managing the lab by conducting several activities.

Activities like word of the day, Idiom of the week, Know your English, Quizzes, Mock Interview, Group Discussion and Pronunciation Games, Dumb Charades etc., all of which were student driven activities. As far as teaching MBA students i.e., at PG level, many Institutions are ensuring that knowledge of English language is enhanced for them to get better placements.

Courses like Business Communication, Executive Communication or Managerial Communication are offered to make them learn the importance of English language and Communication. Also management institutions provide value-added courses like Soft Skills through Personality Development to make the students well-equipped to face campus placements.

To make all these possible, awareness of technology and its effective usage holds the key. The usage of professional language through e-mail writing, sending resumes in response to an e-Advertisement (Mock Advertisement), Mock Interview through Skype, Video Conferencing for GD, all can form a part of Placement related activity for students at PG level. The researcher has experimented with all the above activities and got a successful results and positive feedback from the students.

Faculty teaching English Language should also keep an eye on coverage of syllabus, in addition to these activities. So a professionally maintained Session Plan makes them to balance between the course coverage and usage of ICT.

Conclusion:

The importance of English as a language has increased multi-fold post Economic Liberalisation and the IT Revolution. India's IT industry gained the Lion's share in the International Market solely because of our superior English speaking workforce. Hence it is important that we continue to teach the language in the correct and pure form. This helps our students, professionals, businessmen etc. to integrate easily and better in schools, colleges, universities, companies etc. when working or doing business abroad. With the advent of technology it is imperative that teachers' innovatively blend it with the traditional methods of teaching to make it easy and enjoyable for the students to assimilate and learn the English language correctly.

In today's job market, the Management Students should be trained in developing their Video Resume – where the student, speaks about himself/herself, creating a self-branding to the recruiters. But, he/she should be trained by the faculty, how the recruiters will review the Video Resume, by analyzing the Communication skills, Body Language, their gestures and postures and even the way they present themselves not only in appearance through the dress code, but also in terms of soft skills.

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TEACHING GRAMMAR THROUGH BLENDED APPROACH

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Abstract:

Teaching grammar is a controversial issue and it has been like that for years. Some theories consider it is necessary in order to teach any language, but others say it is an impediment to learn another language. Although there has been no perfect grammar teaching/learning approach, another point to take into account is that most students do not like studying grammar. They say it is difficult and boring. The object of this article is to present a blended approach to teaching English grammar to make it more interesting for students. Blended learning is about finding better ways of supporting students in achieving their learning objectives and providing them with the best possible learning outcomes.

Blended learning is an educational program that combines online digital media with traditional classroom methods. By using a combination of digital instruction and one-on-one face time. Through the online digital program students learn any grammar topics short, fun and with video. Students can work on their own, with new concepts which frees teachers up to circulate and support individual students who may need individualized attention.

Key words: controversial, impediment, outcomes.

Introduction:

Grammar helps us to understand how a language functions, how it is written and spoken. It tells us what are the standard and acceptable usages of a given language. Grammar is a science which teachers us why we should say and write certain things in certain manner to be clear, acceptable, correct and not misunderstood. Grammar refines expression, aids in make communication for more effective and efficient. Anybody can write, but only a trained person can write well and grammatically correct English, because he is well acquainted with the rules and conventions which the language he uses and follows. Now-a-days teachers emphasize it is worth giving more attention to teaching the communicative skills than teaching grammar. Blended Learning:

The term blended learning is a currently popular method in education today. It often refers to the combination of contact lessons with online study. Blended learning is an education program that combines online digital media with traditional classroom methods requires the physical presence of both teacher student, with some element of student control over time and place. Blended learning provides the teacher with a wider variety of resources and means to facilitate student learning.

In teaching of grammar suppose teacher wants to teach simple present tense, teacher starts with many examples. The ultimate goal of teacher is to make sure the students understand that it is used to describe habits, daily activities and general truths.

Teacher may pick up a news paper and read it. Ask the students what am I doing? They will say You are reading news paper. What news paper am I reading? You are reading the Hindu. Then introduce simple present tense with this example- I read the Hindu everyday. The simple present tense is when you use a verb to tell about things that happen continually in the present, like every day, every week, every month. We use simple present tense for anything that happens often. By using the structure teacher can say the rules of the tense.

Simple Present Tense				
Person	Singular Number	Plural Number		
First person	I read	We read		
Second Person	You read	You read		
Third Person	He/She/It reads	Other Plurals-read		

This is the traditional way of teaching. In traditional classroom, we often focus on present and explain the new structures and assign the tasks of applying and creating for outside of the class. In blended classroom the traditional approach is flipped. Students build higher order thinking skills in the classroom while learning new concepts and practicing more routine, or rote, skills at home. In addition it includes the grammar topics that would benefits students greatly to hear again and again learn in smaller, shorter chunks with many examples, new tasks, and learn at their own pace.

Here are a few practical examples:

* Instructional videos that explain grammar concepts in short, 1-5 minute chunks, followed by online exercises that check students understanding.

* Reading and listening that students can access online, followed by vocabulary and comprehension activities.

* Videos both T.V. Shows and movies that students watch at home as their own pace, followed by a discussion in the classroom.

* Online activities with feedback that students can complete as often as they need for remediation and practice.

Blended teaching allows for more personalized learning, students to work at their own pace which reduces stress and increases retention and motivation. While teaching grammar, blended teaching allows for more flexibility and efficiency, moving instructions, focused practice and homework. Online allows teachers to create a rich collaborative environment in class and to spend more time engaging students in interactive activities.

Conclusion:

Blended approach is about finding better ways of supporting students in achieving their learning objectives and providing them with the best possible learning outcomes. In teaching grammar blended approach provides the teacher with a wider variety of resources and means to facilitate student learning. Blended learning increases learner autonomy and creates better learning opportunities for students, which in turn result in improved student learning outcomes.

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RESEARCH ARTICLE



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The Traditional Vs modern Approaches in teaching English

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Abstract:

The main objective of this article is to focus on the analysis of traditional vs modern approaches in teaching English. The teaching process in its complexity is based on a series of methods and techniques meant to bring about improvement, evolution and recognition of language richness. All this methods make up all the elements oscillate between traditional and modern. Both their advantages and short comings have been highlighted with a view to better guide teachers into selecting the most effective ones for the teaching learning process. The "PPP" approach is the most common modern methodology employed around the world. This method for teaching language items follows a sequence of presentation. It is very important to understand "What "Presentation, "Practise" and Production" really are, and how they work in combination to create effective communicative language learning.

Key words: analysis, approaches, evolution, recognition.

1. Introduction

Teachers are starting to create materials in ways that would have impossible some years ago. Now a days teachers are finding new ways to use technology in the class room for learning English. But, the latest trends rely on technology. A very noticeable trend is towards more creativity in the class room. Creativity is often about seeing things from a new perspective.

Some try to develop global ability across a wide front, while others focus more narrowly on specific skills. Some are intended for use as central course books over extended periods of time. Some for short, intensive revision courses and still others for reference, resource purposes.

Michael Breen and Christopher Candling step-by-step provide interactive an consumer's guide which aims to help teachers to make practical and informed text A set of wide-ranging book decision. evaluative questions is proposed, which examines such matters as the aims and context of teaching materials. The linguists of the time (Claude, Marcel, Francois Guinn) anticipated the changes that would affect teaching and learning, developing their theories on the mechanisms of cognitive activity of the student, and his intellectual capabilities. The latter argues the " a language will learn better if we use it achieve а series of coherentto actions"(Francois Gouging, L'art ď enseigner et les langue's d' etudice,1880)" our translation.

The freedom of teaching and the numerous teaching methods, a great number of new ideas and techniques will definitely contribute to the effectiveness of learning and motivate students in their continuous attempt to acquire a foreign language at desirable standards,. Here are some ways that oscillate between traditional and modern, but whose applicability is highly emphasized in the teaching-learning process.

2. Definitions of Approaches:

Henson States that "Strategies represent a complex approach to teaching which often contains a mixture of teaching methods, utilizing a number of techniques with each method,(Henson:1980) According to Webster's 'Third International new Dictionary, methodology is a body of methods, procedures, working concepts, rules and postulates employed(...) in the solution of a problem or in doing something". This expression can be used as an equivalent to the words teaching and strategy.

3. Modern Approach:

Unlike traditional methodology modern methodology is much more student centred. According to Jim Scrivener, The teacher's main role is to "help learning to happen, "which includes "involving" students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things etc. According to (Broughton:1994) modern approach the students are the most active element in this process. The teacher is here not to explain but to encourage and halo students to explore, try out, make learning interesting etc.

4. Creative technique:

As a group a creative technique, brainstorming is meant to generate a large number of ideas during the discussion. Its effectiveness lies in the fact that the learner can develop and train his creative skills, will and courage to express himself freely. Creativity involves choosing more or less common ideas, which give rise to different solutions. These ideas are not criticised by the members of the group, but stimulated by association and cleared up in the group. Although partially effective, the method has its short comings in that it promotes in equality of the group monopoly on certain ideas. This can lead to mental blocks and inefficient tasks.

5. Which is best teaching for today's students?

Traditional advice that teachers not over reach with a cluster of all encompassing teaching styles might seem to conflict with today's emphasis on student -centred class Theoretically, the more teachers rooms. emphasize student-centric learning the harder it is to develop a well focused style based on their personal attributes, strengths and goals. In short, modern methods of teaching require different types of teachers from the analyst/organiser to the negotiator/ consultant. Here are some other factors to consider as teachers determine the factors to consider as teachers determine the best teaching method for their students.

6. Empty Vessel:

Critics of the" Sage on the stage" lecture style point to the "empty vessel" theory, which assumes a students' mind is essentially empty and needs to be filled by the "expert" teacher. Critics of this traditional approach to teaching insist this teaching style is outmoded and needs to be updated for the diverse 21st century classroom.

7. Blended approach:

This approach incorporates different aspects of the various style and gives teachers flexibility to tailor a personal style that's right for their coursework and students.

8. Knowledge Vs Information:

Knowledge impels a complete understanding, or full comprehension, of a particular subject. A bend of teaching styles that incorporate facilitator, delegator, demonstrator, and lecturer techniques helps the broadest range of students acquire in depth knowledge and mastery of given subject.

9. Interactive class room:

Laptops and tablets, videoconferencing and podcasts in classrooms play a vital role in today's teaching styles, with technology in mind, it is imperative that teachers assess their students knowledge while they are learning. The alternative is to wait for test resets, only to discover knowledge gaps that should have been detached during the active learning phase.

10. Visual Vs Kinaesthetic learning:

They learn best by seeing what they are being taught visual learners typically prefer images, maps, graphs, and other visual representations over other forms of instructions. They will find that if they include images, mind maps, lists, and other visual techniques in their notes then they will have a better chance of remembering key information.

Kinaesthetic learner learn through experience, such making things, as physically colouring in, manipulating items, simulations and role plays. It is critical to physically involve them in learning process. They well eniov and learn from experimenting and 1st hand experience. Movement and participation are critical to their learning. They learn best when activities are varied during the programme/semester in each class.

11. Conclusion:

The teaching methods approached has well -defined status in the curricula and are highly used in the education environment depending on the level of the class, the students needs as well as decree of adaptability to new teaching contexts. The above mentioned methods visual kinaesthetic, interactive and creative techniques express opinions and arguments. Each method contributes more or less to shaping a balanced learning determining Improving traditional methods and role. adapting them to the cultural requirements of the 21st century is a bold approach with long term positive results.

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RESEARCH ARTICLE



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The Role of Blended Learning in Teaching English at Under Graduate Level

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Abstract

In order to be successful in their teaching, teachers always look for different ways to increase the quality of their teaching. These days the use of computers and new technologies play pivotal role in teaching a foreign language, particularly English. In this situation computer-based distance learning courses that are supported by e-learning have emerged. E-learning is also exploited in the 'blended learning'. The term 'blended learning' is defined as 'a combination of online learning and face-to-face learning'. This has been defined in different ways by different people. Blended Learning instruction is a new teaching and learning approach that is being promoted at many higher educational institutions and universities at under graduate level, involving an integration of learning modalities used nowadays in the educational field, mainly by Universities and Higher Education Institutions mainly at under graduate level. Based on the concept of blended learning, it can be assumed that the introduction of this form in teaching and learning process can improve the efficiency of the educational process in a changing standard of modern education. So it is hoped that the blended learning approach is likely to emerge as the predominant instructional model in the future particularly at under graduate level.

Key words: teaching, computers, blended learning, e-learning

In order to be successful in the process of their teaching, teachers always look for different ways to increase the quality of their teaching. These days the use of computers and new technologies play pivotal role in teaching a foreign language, particularly English. In this connection, Brown says 'Teachers of English have a mission to help everyone in the world to communicate with each other and solve global problems. Of course, this is so because of the global status of English' (Brown, 1991). In this situation, computer-based distance learning courses have emerged. 'One of the supports of the distance learning is e-learning. Sometimes elearning is also exploited in the so-called 'blended learning'.

The term blended learning originated in 'the business world in connection with corporate training' (Sharma and Barrett, 2007), then employed in higher education' 'was (MacDonald, 2006), and lastly it appeared in language teaching and learning. The research on blended learning reveals that this type of learning is used to increase the quality of learning. As opined by Dziuban, et al, 'Many researchers believed that blended learning is an essential learning process to enhance the efficiency and quality of learning because the blended learning supports all the benefits of pedagogical approaches that combine effectiveness and socialization opportunities of the classroom with the technological enhance active possibilities learning of the online environment' (Dziuban, Hartman, & Moskal, 2004, P.2).

The term 'blended learning', in general, is defined as 'a combination of online learning

and face-to-face learning'. However, this has been defined in different ways by different people. Blended learning has been described as 'a pedagogical approach that combines effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment' (Dziuban, Hartman, & Moskal, 2004). Graham considers 'blended learning as an approach, and defines it as a learning approach that combines different delivery methods and styles of learning. The blend could be between any forms of instructional technology (e.g., Videotape, Web-based learning, CD-ROM, etc.)' (Graham, 2006). 'Appearance Rooney said, of the information technologies in teaching foreign languages led to appearance of a relatively new method, called blended learning. The term is most commonly defined as a combination of online and face-to-face instruction' (Rooney, 2003). Lieser & Taff define as, "Technology has been used inside and outside of the classroom for teaching and learning in many ways. Blended learning is a formalized model that provides individualized learning for students using a combination of face-to-face and technologybased learning in a planned, systematic way" (Lieser & Taff, 2013). Harvey elaborates, "The amount of technology used and time for students to spend with the technology depends on the implementation of the blended learning model. Blended learning is a flexible approach that combines face-to-face teaching/learning with remote (usually internet-based) learning" (Harvey, 2004-9). Bliuc et al. regards blended learning as the set of "learning activities that involves a systematic combination of faceto-face interactions and technologicallymediated interactions between students, teachers, and learning resources" (Bliuc et al, 2007, P. 234). Based on the definition by C. Graham "three components of blended learning can be singled out:

- face-to-face learning that represents a traditional format when instructors and students meet during classes;
- self-study learning that assumes different types of activities, such as search on the Internet, webquests, etc, performed by students unassisted;
- online collaborative learning an online cooperative work of students and instructors in forms of webinars, wikis, Skype conferences, etc." (Graham, 2005).

The role of blended learning in teaching English at under graduate level is useful, and blended learning facilitates the students acquire language with utmost interest. According to Thorne 'blended learning is the most logical and natural evolution of our learning and it suggests an elegant solution to the challenges of tailoring learning and development to the needs of learners. Thus, blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the of traditional learning. Blended best Learning emerges as one of the most widespread teaching modalities used nowadays in the educational field, mainly by Universities Higher Education and Institutions' 2003). (Thorne, Blended Learning instruction is a new teaching and learning approach that is being promoted at many higher educational institutions and universities at under graduate level, involving an integration of learning technologies and face-to-face teaching, and it can not only hone the English language proficiency of learners, but also allow them to have more access to the language of native speakers.

Previous studies investigating the effectiveness of the blended learning approach have reported that 'it meets the educational needs of students such as enhancing flexibility and convenience, allowing the attainment of higher achievement and attitude levels. and improving language learning skills as well as developing critical thinking skills (Lee & Chong, 2007). Another aspect of blended learning is whether it deepens learning engagement and increases motivation in learning. Sucaromana finds that 'students who are taught in a blended learning environment have higher levels of intrinsic motivation, a better attitude toward the learning subject, and even better satisfaction with the learning climate than a face-to-face only environment. However, studies have reported on students' apprehension, anxiety and confusion when interacting with online materials' (Sucaromana, 2013). This type of experience is very common when students have no sufficient exposure to technological innovations in the classrooms. Moreover, ambiguous instructions and guidelines may students to become lost and cause disengaged, and so innovations involving technology should be integrated appropriately and effectively within

classrooms in order to improve and maximize the learning outcomes of the students. This study posits that the incorporation of self-access online reinforcement exercises would have positive pedagogical impact on them.

The role of teacher in implementing this blended learning approach is prominent. With reference to English Language Teaching using blended approach, Sharma suggests 'for blended learning to be effective the two component parts should be integrated with the technology complementing and not replacing the efforts of the teacher' (Sharma, 2007). According to Lewis, "technology is nothing without a teacher and a plan" (Lewis, 2009, P. 9).

Language learning is such a complex process that it is impossible to offer a single solution to all our problems, and to arrive at the perfect approach or technique for language learning in Indian context. Perhaps the best method is the one which works, and this varies from context to context. Any method which creates conditions for learning to take place is good. It should enable the learner to acquire the strategies of learning rather than merely equipping him with knowledge. What is important for the teacher, therefore, is to find out what approach and what method will enable him to realize a particular objective under a set of particular circumstances. Since it is felt that blended learning at under graduate level is useful, it is preferable that teachers and educationalists can make it an integral part in their curriculum. Focus should be drawn to learning center instruction. Blended learning offers approaches to solving one of the main tasks of modern traditional education, i.e. the implementation and development of each student's potential abilities. Based on the concept of blended learning, it can be assumed that the introduction of this form of training to teaching practice can improve the efficiency of the educational process in a changing paradigm of modern education. The blended learning approach is likely to emerge as the predominant instructional model in the future.

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RESEARCH ARTICLE



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Introspection Into The Working Value Of Blended Learning

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ABSTRACT

Blended learning is a blend of very many learning aspects that can incorporate learning modals like, online, rotation, flex, personalized blend, online job and self blend, along with face-to-face learning. It means blended learning does not alienate from traditional brick and intricate mortar method, instead it supplements the fact-to-face learning aspect. The concept of blended learning in education field has got its working value due to inadequate class room spaces, lack of learning and teaching facilities and a few teachers' attitude towards teaching aptitude and time tabling. In addition to these, the advantages of blended learning like increased student interest, keeping students focused for a long time, students autonomy, self advocacy, ownership, self-feedback and learning at the desired pace have given a edge to this new approach. It doesn't mean the blended learning is impeccable. Inspite of its limitations it has glorious potential in revolutionizing the concept of class rooms in the second decade of the 21st century.

Key words: Blended learning, learning modals, teaching aptitude

Blended learning is a mixture of learning methods that can incorporate multiple learning modals like Online, Rotation, Flex, Personalised blend, Online job and Self blend. In fact it is a combination e-learning and traditional face to face learning. Blended learning is a natural development to the growing accessibility of e-learning, online resources and the continued need for a human component in the learning experience. Blended learning approach ensures that the learner is engaged in face-to-face learning and at the same time deriving his or her individual learning experience by himself through e-learning. This approach gives scope to cater the needs of the learner, with the assistance of technology as most of students have unique learning styles. Blended approach is more likely to cater those needs than a traditional classroom teaching experience. This fact is well observed by Strauss when he says, "with the proliferation of digital tools in our lives, many students now experience learning through a blend of face to face and digital or online media and are able to access new ideas and resources where student attitude and engagement towards their education can be positively supported."¹

The low resourced contexts, especially problems like inadequate classroom spaces, lack of teaching – learning facilities and a few teachers creation of a complex mix of constraints, including time tabling, has augmented the progress of this blended learning. It is true that technology supported courses provide better support for the less abled, less engaged students who do not respond well to traditional classroom learning environment for such students this provides a better opportunity. Even for gifted students as there is a facility to choose his resources, it suits in befitting manner. This Blended learning has an appealing choice for two main reasons. First, as digital immigrant teachers and students can be within their comfort zones. Secondly, blended learning has great advantages in learning aspects. Due to this many students are very happy and have preferred to this mode. Not only the students are happy even the teachers are very eager to adopt this system. This fact is well mentioned by Peter A. Aborisade when he puts it as "Teachers were dissatisfied and frustrated with their practice in the face-to-face teaching learning mode and felt a need for change."²

Advantages of Blended Learning :

The Blended Learning has a lot of advantages in it. This fact is well remarked by Susan Patric and Chris Sturgis when they feel that, "the traditional education system itself creates hurdles for students and schools. It is no longer viable to rely on one-size-fits –all curriculum or move students on in age-based cohorts regardless of if they need more time or have prerequisite skills for the next grade. The traditional system is designed to motivate students extrinsically through competition rather than by developing intrinsic motivation, leaving many students with huge gaps in foundational content knowledge. Others may be so discouraged as to disengage from learning and school."³

Increases student interest :

When technology is integrated into college lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are learning.

***** Keeps students focused for a longer time:

The use of computers to look, for information and data is a tremendous life saver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keep students focused for, longer periods than they would spend with books or paper resources. Thus, this engagement also helps to develop learning through exploration and research.

Provides Student Autonomy :

The use of learning materials increases students ability to set appropriate learning goals and to take charge of his or her own learning, which develops the ability that will be translatable across all subject.

Instills a deposition of self advocacy :

Students become self driven and responsible, tracing their individual achievements, which helps to develop the ability to find the resources or to get the help they need. Through self advocating they can reach their goals.

Promtes student ownership :

Blended learning instills a sense of student ownership over learning, which works as a propellant for learning. This feeling of responsibility helps the students a lot in learning more and more skills.

Allows instant diagnostic information and student feedback:

The teachers instant analysis of the students performance gives the teacher the ability to tailor his teaching methods for each student, this indirectly improves the time efficiency.

Solution Enables students to learn at their own pace :

The flexibility of blended learning and the ability to access internet resources allow students to learn at their own pace. It means a teacher can speed up the learning process or can give more advanced resources if necessary.

Prepares the students for the future :

Blended learning offers a multitude of real world skills that directly translate into life skills by providing personalized training experiences face-to-face instruction and working hand in hand with technology. If students are struggling with a particular topic, they can access supplemental resources online or get the help they need from their teacher. In addition to that it offers 24/7 access to training resources and removes time and location limitations.

Disadvantages of blended learning :

Like any teaching or learning method, blended learning also has some disadvantages. They are,

✤ Ineffective use of learning technology tools can waste resources. :

If training facilitators and learners are unaware of how to use the learning technology provided. They probably won't get the desired results. Besides they utilize the learning technology tools that are less reliable or do not offer the necessary features, then it may end up wasting resources. This is why it is crucial to find the right tools before implementing blended learning in the educational institutions.

***** Learners must have basic technological knowledge or a willingness to learn:

In all blended learning environments one has to encounter at least some learners who are hesitant about change. There are also those who may not be familiar with technology and have a steep learning curve ahead of them. To alleviate this issue, one should have a separate support system to teach new learners and to motivate those who may be more reluctant. So once again this becomes additional burden on the system.

High technology setup and maintenance costs :

Purchasing the required technology for blended learning programme, such as devices and infrastructure, setup, can be very expensive. This is especially true if there is a large number of learners and several departments.

Cases of low motivation :

A high level of self discipline is required for learners otherwise low motivated or bad learners may fall behind and may utterly fail in the examinations and thus they may lose self confidence.

Leads to poor inter-personal skills :

Absence of a learning atmosphere in e-learning system is another disadvantage. Because of this learning format minimizes the level of communication and e-learning also lacks interpersonal and direct interaction among students and teachers.

✤ Less Efficient :

When compared to the face-to-face learning the learning process is less efficient. The main reason for this phenomena is lack of supervision and lack of comparison with the fellow students. More over the teacher availability is less. Because of this the learner may lose confidence and sometimes may lead to frustration as his or her doubts are not cleared and clarified.

Solution Business aspect creeps into the mind of learner :

As this blended learning system promotes sense of ownership in the learner, pure business aspect creeps into the system. Thus it may finally work as lethal agent to the core values of education system itself as the teacher has to dance to the tunes of the learner. This is another dangerous output of this blended learning.

It is true to some extent in believing that the blended learning is turbulence in teachers flight path, as it takes away autonomy and power from the teacher's end. In this context Peter West rightly observes it when he remarks it as "When a teachers embrace blended learning environments, they, have to relinquish authority over content and time the comfort of cruise control in exchange for an asynchronous, individualized, and messy process."⁴ But the fact is that the sacrifices are worth the benefits, if teachers want to remain relevant, there is really no alternative in a world where modern learning can easily outpace traditional teaching, if some care is taken in implementing the blended learning. Teachers as well as learners can enjoy this method so splendidly. For this greater implementation and enjoyment here are some golden rules for the grand success of blended learning.

Golden rules for the grand success of blended learning :

1. The teacher should be a role model :

Change doesn't just happen in a day. Blended learning allows you to support change and observe its impact on learning teaching process over a considerable period. The strategies have to be framed and goals have to be set so as to make the approach successful.

2. Don't bring students together until they reach a stage :

During the early stages it is pointless to bring the learners together. First Enlighten the students through webinars forums, conference calls, teach them the technique of working with others. Then you assess them at first stage and then allow the students to share the common platform.

3. Customise whenever possible :

A teacher always has to begin a course with an assessment of the learners skills. This gives the teacher to know the ability of the student. So that the teacher can assign the work in the required manner.

4. Encourage learner interaction :

After the first phase of blended learning, bring all the students together to make them aware of their group identity and give them a scope for interaction.

5. Tap into people's inner drive :

Conduct interval test and appreciate the best performance. But one has to be careful in this regard and it has to create a positive competitive spirit in the learner.

6. Involve the learners into the process :

Teacher has to encourage the students to take part in the ongoing learning process. Tell them to play as a team player. In short build them into the structure of a blended learning programme.

7. Make them leaders :

In the process of learning ask the learner to act as facilitator to the group. In this regard provide them all the required resources and watch them and correct them if necessary at the end only.

Conclusion :

The Blended learning is a revolutionary concept for class rooms in the second decade of the 21st century. However the way it is being interpreted could be hopeful or harmful depending upon how it is implemented. The students no matter of their age, learn differently and the teaching methods should reflect this, by designing the methods in a way that they stimulate the visual, auditory and kinesthetic levels of the learners. Then only it has a great future for sure. The blended learning in precision has been evolving as an add-on learning aspect in addition to the existing one. This doesn't mean it has all the ability to cater, the needs of the present and future generation learners. But it is at least a step forward in the advancement of the teaching and learning process with the assistance of available technology. This phenomena is well expressed by Dr. Jim Watterson, when he feels about blended learning as "Blended learning has many different forms and will continue to evolve as new technology and practices are introduced. It

should not be viewed as a single model but as an approach that shares the ultimate goal of the provision of better educational experiences and outcomes."⁵

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RESEARCH ARTICLE



TEACHING ENGLISH AS SECOND LANGUAGE IN HETEROGENEOUS CLASSES – PROBLEMS AND ADVANTAGES

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English has been acquiring the status of Lingua Franca from times immemorial in India. Perhaps the most dramatic development that has taken place in the field of English language teaching in the last 50 years has been the shift in its primary function; from being mainly the native language of nations to being mainly a global means of communication. For most of the native speakers English is non not considered as a second language. It is considered as the first and foremost an international language. This development has brought with it a number of changes in the principles and practice of English language teaching.

Methodology books of the twentieth century typically talk of the culture of the English speaking people as the target culture and assume that reading texts in course materials should be copied or adapted from authentic texts from English speaking countries. It has been taken for granted in the past that the aim of an English course is to make the learners communicate like native speakers.

LANGUAGE ACQUISITION THEORIES:

The main ideas on how we acquire second or foreign languages in school can be summarized as follows:

- Intuitive Acquisition: We learn another language the same way as learnt our first: intuitive we acquisition through lots of exposure to the language in authentic communicative situations. (Krashen, 1982)
- Habit formation: Language is a set of habits; we mimic and memorize and drill the patterns of the language until we learn to produce the correct forms automatically. (Based on an interpretation of Skinner, 1957)
- Cognitive Process: Language involves the understanding of underlying rules: if we master these rules, we will be able apply them in different contexts. (Based on an interpretation of Chomsky, 1957)

• Skill – learning: Language is a skill. We learn it in school just as we learn other skills; someone explains rules or words to us, we understand and practice them until we master them and use them fluently and skillfully. (Johnson, 1996)

A wide variety of approaches and methodologies has been used for language teaching in the last century and many continue to be used to day. (Richards & Rogers, 2001) Grammar – Translation, Audio – Lingualism and PPP were probably the dominant models of the early and middle twentieth century, and are still widely used. The communicative approach, expressed through various methodologies, dominated the late twentieth and early twenty first centuries.

DESCRIPTION OF HETEROGENEOUS CLASSES:

Due to the mushroom growth of population there are no sufficient schools or colleges for the students in India. As a result the heterogeneous classes are in existence. A heterogeneous class is often called mixed level. There are so many factors that make the class a heterogeneous one. The students will be of different gender and of different age in one class room. This will make a large difference to the way they prefer to learn. Students vary a lot in their knowledge of English. This may be because of their success or failure in previous learning or because they have had more or less, exposure to English outside the class room. Some students are simply better at learning things than others. They get higher grades in subjects; varietv understand а of explanations more quickly and so on.

Cognitive ability is thought to be age linked up to date adolescence. Students vary a lot in their personality; shy or confident, friendly or withdrawn. dominant or submissive, talkative or quiet, and so on. Learning styles also differ from one student to another. Some students come to class in a positive attitude and they get self motivated to learn a new language whereas some more determined not to be. Cultural and linguistic background is also a reason for making the class a heterogeneous one.

PROBLEMS IN HETEROGENEOUS CLASSES:

The crucial problem in the heterogeneous classes is the perception levels of the students. If some students are under- levels of perception, the sanctity of the class will be disturbed. Then the teacher will have a major professional challenge. The solution to this problem is called, "differentiated instruction": providing individualized teaching appropriate to different students.

The second problem identified is: many of the exercises in course books are clearly aimed at a particular level and the texts are also often presented with very few options or ideas for making them more or less challenging.

Active participation is also a challenge in heterogeneous classes. Only a few students answer the questions and they only will come forward whenever a question is being asked. A way has to be created in which the less able or confident students participate without competing with their more assertive class mates.

The next problem is boredom in class room. There are two main reasons for student boredom in these types of classes. One is the varied interests of different students and their different learning styles; a topic or a task that are fascinating for some members of the class may be totally uninteresting for others. The second problem is associated with the different levels. In order to help the able students teacher less a must occasionally provide easier tasks, or take time explain things that the rest of the class already know. In either case, the students who need more challenge or already know the material may get bored and will consequently learn little. As a result the class sometimes results in discipline problem.

THE ADVANTAGES OF HETEROGENEOUS CLASSES:

Heterogeneous classes are seen mostly as problematical; however, they have their advantages as well, and some of these can be used to help solve the problems.

- 1. Human resources: Heterogeneous classes provide a richer pool of human resources than more homogeneous ones. Between them the individuals have far more life experience and knowledge, more varied opinions, more interests and ideas – all of which can be used in class room interaction.
- 2. Educational Value: There is educational value in the close contact between very different kinds of people: class mates get to know each other's cultures, experiences, opinions and so increase their own knowledge and awareness of others as individuals.
- 3. Cooperation: The fact that the teacher is less able to pay attention to

every individual in the class means that for the class to function well, the students must help by teaching each other and working together. Peer – teaching and collaboration are likely to be common, contributing to a warm and supportive classroom climate.

4. Teacher development: These classes can be seen as very much more challenging and interesting to teach, and provide greater opportunity for creativity, innovation and general professional development on the part of the teacher.

To make all the heterogeneous classes interesting for the students the teachers have to follow some **practical tips**:

- 1. The teacher should find time to relate to students individually. This includes checking and commenting on their written work regularly and having occasional chats outside the lesson.
- 2. Make sure the tasks are success oriented. Adapt course book tasks and texts or add your own, that are clearly do able by the students.
- 3. Make demands. Keep the expectations high. One of the main problem with under achieving students is that they have often simply accepted that they are failures and ont expect anything else. So an important teaching goal is to convince them that they can succeed.
- Give praise where ever it is deserved. And Use a course book.
 Apart from all these concepts something else might have been

followed by teachers in a practical way. Whatever is done for the benefit of the student is praiseworthy and acceptable.

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RESEARCH ARTICLE



Blended Learning is undoubtedly An Innovative Approach But....

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Abstract

The importance of English is increasing day by day in our present society. So it is the responsibility of every English teacher to fulfill the aspirations of the students and the parents with regards to English language teaching. Several innovative approaches have been promoted in the teaching learning process to accelerate language acquisition among the students.

The inefficient performance in the job fairs by the Multinational companies proved that the students are lagging behind in acquiring the needed competencies in English language. The students at tertiary level, especially the rural students, are found below the expected level. It is high time the teachers realized the need for effective and novel approaches to make them better facilitators in promoting good communication among the students

Blended learning is blending of online digital media with traditional classroom methods of learning. In other words e- learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. Though there are several advantages with this kind of approaches in English language teacher there certain limitations. It has a strong dependence on technical resources or tools. It needs reliable, easy to use and up to date resources. more over providing effective feedback is more time consuming and expensive when compared to the traditional classroom teaching approaches.

The present paper focuses on the importance of the need for effective English teaching learning approach and further sketches the problems in the novel and innovative approach, called Blended Learning.

Key words: English, learning process, language acquisition, traditional classroom

According to academic research, linguists have demonstrated that there is not a one single method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

Method means different things to different people. Some consider only classroom techniques as method, where as others like to include in this term the selection and gradation of material to be taught. According to W.F. Mackey, "A method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition)." Thus a method deals with four things: viz., selection. gradation, presentation and repetition.

Whatever the method be techniques make teaching and learning a language easier and more interesting. They are all practical devices which are very effective in accomplishing the immediate objectives of learning. All our classroom activities are our techniques of teaching. A technique is how an activity is done in the class. It strengthens our teaching and helps learners to learn better.

An Approach is a set of correlative assumptions dealing with the language and learning. It describes the nature of the subject matter to be taught. An approach deals with different theories about the nature of language and how languages are learnt.

Blended learning is blending of online digital media with traditional classroom methods of learning. In other words elearning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. Blended learning successful is а combination of e-Learning, traditional classroom and autonomous study. It's been gaining popularity in recent years, in response to amazing proliferation of online learning, on the one hand, and consistently strong positions of traditional school, on the other hand. Indeed, neglecting the fact that we live in the 21st century has been a definitive showstopper for a multitude of great initiatives. That said, disrupting the battle-hardened educational system with its solid methodology, academic backup, strong instructor figures, and developed intellectual and psychological bonds, is hardly a wise thing to do.

Blended learning can be defined as "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace." Proponents of blended learning argue that by incorporating *'asynchronous* internet communication technologies' into courses a 'simultaneous independent and collaborative learning experience' is facilitated. and this contributes hugely to student satisfaction and success in such courses. Blended learning however largely depends on the technical resources with which the learning experience is delivered - these tools need to be up to date, reliable, and user-friendly in order to have a meaningful impact. Such tools help students learn or review key concepts, stay organized, show what they've submit assignments, learned, track achievement, and communicate.[2] Blended learning uses for example a *learning management system* to teach and support learning in a classroom. With access to a LMS learners can access high-quality course materials, course calendars and assignments at any time of day.

It involves online and face-to-face instruction. Both are used alongside each other in order to provide a comprehensive learning experience. For example, trainer might give learners a list of online resources they can use to broaden their understanding of the topic, or ask them to complete an online group project that centers on a subject they are currently discussing. In the case of blended learning, online materials do not take the place of face-to-face instruction; instead, the two modalities complement one another. They truly "blend" in order to create an enriched online training environment for the learner.

Basically, a blended approach ensures that not only is the learner engaged more and driving his/her individual learning experience to some degree, but also since different learners have different learning styles, a blended approach is more likely to cater to those varying needs. Of course there are also numerous benefits for the instructor – instant feedback, and the ability to quickly assess learner performance and needs based on reporting, testing or quizzing via the LMS. Resources (for ILT or instructor led training) can also be managed efficiently with a minimum of fuss.

The advantages:

- Advanced collaboration tools. Online discussions, quick messages and feedback from the instructor and peer students.
- **Increased accessibility**. Courses can be accessed 24/7 any time from any location.
- Improved communication. Better connection between lecturers and part-time students.
- Assessment Facilitates student evaluations with comprehensive online testing and granular reporting. Automatic grading offered by many learning systems is also a great relief for the teacher.
- **Personal approach**. Caters to each student's pace and learning style, creates a more comfortable environment for both slow runners and sprinters. If the learners are struggling with a particular topic, they can reach out to complementary web resources or get quick help from their instructor.
- It's just fun! Blended learning courses have proven to be more engaging for various student groups

 from elementary school to postgraduates and advanced trainees.

The Disadvantages: There are at least two angles to this problem. The first is building the essential infrastructure within an educational institution or particular class. Does the facility have the required IT workforce? Can it allocate the right budget, or does it, in fact, reveal any willingness to shell out on an experimental case?

Acquiring software technology and hardware for your blended learning program can be costly. Even more so if you are dealing with a large campus or multiple branches. However, there is a long-term silver lining to it. By investing into the right tech set today, you are probably saving loads of cash that would otherwise be spent on supporting an obsolete brick-and-mortar framework.

The tech resources employed in blended learning need to be reliable, easy to use and unanimously accepted by all stakeholders of the learning process. Otherwise, the initiative will most likely be gathering dust until some remote milestone is reached.

The other issue is IT literacy, which may be a significant barrier for teachers rather than students. The availability of solid tech support and trainers is an absolute must. It's also important to nurture a blended learning community to evangelize the value of training technology. Any hiccups and lack of organization may bring along the looming danger of failure. Old school supporters always have an ace up their sleeve: a long track record and verified methodology. Innovators really have to go the extra mile to convince the hesitant and reveal the benefits rather than disadvantages of blended learning.

What primarily looks like an upside turns into a downside when you come to review specific learning scenarios. For example, the use of lecture recording may actually result in learners lagging behind on the course flow. Some students may choose to linger around for a while and then watch a bunch of video classes in one sitting, while others would rather make the interactive class part of their daily/weekly routine. At the end of the day, an instructor trying to sync up both streams with ongoing offline activity is faced with a daunting task.

It's hard to disagree that there's a significant amount of extra teacher's work involved in the primary stages. Paradigm shift is not exactly a trifle. A teacher adopting blended learning has to pick the right syllabus, the right ratio between face-to-face and online learning, and to the best of my knowledge, there's no universal recipe to it. The Web Quest model might be worth checking out, as a sample of successful 'hybridization'.

The first thing that comes to mind when you think of the disadvantages of blended learning is the cognitive load. New to the blended model, some teachers may start overdelivering content and educational activities. The new program may become a friend if tailored to individual student needs, and a foe if applied in bulk, as is usually the case with traditional classroom learning. On the bright side, the instructor now has tools to engage and motivate students in the 21st century fashion, using interactive elements, gamification, digital certification, etc. Naturally, once your class is officially Internet-friendly, it's hard to withstand the temptation of looking up things on the web or getting instant tips from fellow students. This may affect fair assessment and quality of course work. Besides, the teacher needs to make learners aware of the perils of unverified online resources, such as bias, distortion and misrepresentation of facts.

If training facilitators and employees are unaware of how to use the learning technology provided, you probably won't get the results you're looking for. Also, if you utilize learning technology tools that are less reliable or do not offer the necessary features, then it may end up wasting resources instead of **improving ROI**. This is why it's crucial to find the right tools before you implement your blended learning program in the workplace. Determine which devices and software are going to meet your needs, as well as which fit into your overall training **budget**.

In virtually all blended learning environments you will encounter at least one learner who is hesitant about change. There are also those who may not be familiar with technology and have a steep learning curve ahead of them. To alleviate this issue, you should have support on hand to teach new learners and motivate those who may be more reluctant. It's also important to cultivate a blended learning community that stresses the value of technology in training, as well as the real world benefits it can offer. Set up workshops that employees can attend in order to learn as much as possible about the new training program, and be introduced to the features of the devices they'll be using on a regular basis.

Purchasing the learning technology for your blended learning program, such as devices and infrastructure setup, can be costly. This is especially true if you have a larger workforce or several departments. However, bear in mind that these are just short term expenses, and that you are most likely saving money in the long run. Even if you have to pay a nominal monthly maintenance fee, you are still receiving the many benefits that a blended learning strategy has to offer.

Disadvantages of blended learning exist but they are not unsurpassable. The negative impact can be minimized or even channeled into productive activity if the instructor keeps an eye on student feedback, improves technology skills and delivers quality courses. Besides, some benchmarking would never hurt in this complex field. Look around, your colleagues may have already cut their teeth on blended learning, so they can give you a few pointers. That said, every experience is unique and can hardly be duplicated under different conditions.

The successful implementation of blended learning relies on many factors. Some participants give a percentage between the traditional classroom and the online settings. Regardless of the proportion and regardless of how academics define "blended learning," an important factor is the segment (the target segment) of students catered. Not all students have the adequate and right motivation to engage actively in learning. To this segment of students, the blended learning is a weakness. Thus, motivation (other than segmentation) is critical. Managing motivation needs crafting the assessments (or the "blended" assessments). It is associated "blended" to "assessments" to highlight the use of nontraditional assessments (e.g., the traditional test and exam).

And if academics have to explore "blended" assessments, such as evidence-based portfolio, then a more important aspect to consider is the crafting of innovative curriculum.

the chain of reasoning (or consideration) is: curriculum -> assessment -> motivation -> practice (blended teaching and learning) -> outcome.

Blended Learning will undoubtedly prove itself as an innovative approach devoid of all its disadvantages.

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RESEARCH ARTICLE



Pair Work as an Effective Teaching Technique in language classroom

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Abstract

It is illustrious to mention that students learn many things when they work in groups where chances are more to interact with the other. Pair Work is the best way to check the students' progress in learning. The teacher can do it without students' knowledge about the fact that they are observed and checked. Working in pairs enriches and promotes meaningful interaction between the learners and as a result will increase their productivity in language. In the mean time, the teacher cannot listen to all pairs at the same time, but it does not mean that he/she is unable to do anything about it.

Hence an attempt is made to analyse the advantages and disadvantages of pair work group in the language classroom.

Key words: pair work, learning, advantages, disadvantages

Introduction

Pair work is a class management strategy and the role of the teacher has to play while teaching in the classroom is facilitator. It is one of the techniques used for collaborative teaching. According to Richards and Schmidt (2002, 381) pair work is a learning activity which involves learners to work together in pairs. Longman dictionary of language teaching defines pair work as putting students in small groups of twos or threes to do an activity together.

Many theories and language teaching approaches highlight the importance of pairwork (e.g. communicative approach, task based learning) as a form of learning. Furthermore, collaborative Lightbown and Spada (1999) state that students are able to develop their language competence and achieve a better performance collaborative in а environment than they would be capable of independently. Another definition that ties pair work to learning is by Moon (2000) who defines pair work as a strategy "to organize them (students) in ways that will maximize opportunities for learning" (p.53).

Therefore, working in pairs enriches and promotes meaningful interaction between the learners and as a result will increase their language production. Hence, introducing pair work as an effective strategy increases students' language production in terms of speaking tasks.

Classification of Pair Work Groups

Storch (2001) categorized classification of pair work groups into four observable patterns of dyadic interaction. They were collaborative, dominant/dominant, dominant/passive, and expert/novice.

Collaborative is the ideal type of partner interaction. This is when students are

functioning well together and eager to exchange ideas (Underwood and Underwood, 1999). Storch (2001) also observed more negotiations over language choice, more provision of feedback, and more confirmation checks, when collaborative pair work took place.

Expert-novice was another positive classification within pair work groups. The transfer of knowledge took place from expert to novice. One was in the role of teaching, while the other actively learning. Students in both kinds of role benefitted from this type of pair work interaction.

One negatively regarded pattern was dominant/dominant. In this situation, learning was not occurring. Both students might be talking past each other, and not learning from each other. Another negative was dominant/passive, where one student was not learning due to not being actively involved with the partner.

Working in pairs students can learn from one another a lot. In a class there are always weak and strong students. Arranging the class into pairs the teacher should remember that there can be a mixture of different ability levels in one group. With this in mind he/she can predict which roles would be the most adequate for which students and what they could teach their classmates, and then give them the tasks. What is more, they provide an enormous number of new items and expressions for their classmates.

What way it is different from others?

The first and foremost benefit of pair work is that it increases the amount of student practice. It is known that lessons have limited time - usually only forty five minutes – and there are on average thirty students in the class, although nowadays there is a tendency to divide classes into two groups to make them smaller and easier to teach. Still, in a class of thirty students during a teacher-led activity, very seldom do even fifty per cent of students take active part in the lesson. The first thing that happens in such a class is that students get bored very quickly waiting for their classmates' answers. As a result, instead of practicing English they start doing something different - talking, doing homework or even playing cards, for example. In consequence, this leads to general chaos if the teacher is not quick enough to perceive and prevent it. Needles to say, the teacher should involve the whole class in an activity. During pair work twenty people are speaking, not just one person as it is in a teacher-led activity. That is why the more pair work activity the students have, the more often they use the language and its new items.

As far as group work is concerned, it depends on the kind of the activity how much the students practice the language. Even when the teacher divides the learners into groups of four or five, there will be at least ten or eight students speaking at the same time, providing that the class consists of forty people.

Another extremely important advantage of pair work is the learner's confidence. Certain grounds exist for believing that the students feel much more comfortable to speak in a foreign language to just one or two people rather than to the whole class and the teacher. Especially timid students, or ones who are not good at manipulating the language yet, feel more relaxed and self-confident trying to put their language abilities to a test during the activity and seeing how they use them.

This encourages students to cooperate with one another. They feel that they are responsible for the success. This is widely seen during group competitions when the students work for the benefit of the whole group. They have to cooperate and help each other, and there is no way of escaping or avoiding the cooperation for shy and weak students. They are all involved in the activity and it is another important feature of pair work.

Pair work also develops students' fluency. As it has already been stated, students really do not have too much possibility to practice the language in a traditional classroom. The teacher presents new grammatical structures and then makes the students do exercises or drills connected with the new material. In fact, the learners do it automatically, without thinking - if the drill is not meaningful - and can forget it easily after a week or a month. It goes without saying that they do not develop their speaking skills, let alone fluency in a foreign language. On the contrary, pair work does influence these abilities. The students can use the language freely and express their opinions and thoughts without any restrictions. It is difficult not to get the impression that fluency can be improved only during constant speaking practice the atmosphere in of independence and in the state of relaxation.

Pair work has advantages not only for the learners but also for the teachers. First of all they save time. Instead of asking individual students to practice a structure or answer the questions, he/she can divide the class into pairs and make them do the exercise at the same time. As a result students are able to practice the language more during the course. When the time is saved, the teacher can take his/her students through much bigger material and many more activities. This will be for sure appreciated by the students who will not have time to get bored because of the variety of activities and their own participation in the lesson. As a result, the lesson will seem to be more interesting, the teacher will be liked by the students, and he/she will enjoy his/her work because it will bring him/her satisfaction, pleasure, and fulfillment.

Pair work may be a good way of checking students' progress in learning. The teacher can do it without students' knowledge about the fact that they are observed and checked. Walking round the class and listening to the speakers, the teacher can not only make notes of the most common mistakes to discuss them later, but also discover whether they are able to communicate with each other in the foreign language or not. Such discovery helps the teacher to decide which parts of material need to be repeated or later. Another explained important advantage for the teacher is that pair work gives him/her time to consult the lesson plan and organize materials for the next stage of the lesson. Although the teacher can be prepared for the lesson very well, sometimes it may happen that he/she simply forgets what he/she must do next. Pair activities are the best for looking up the lesson plan. It is also good for organizing materials for the next activity, for example hanging pictures or pieces of a text on walls, writing something on the blackboard, etc.

Disadvantages of Pair Work

Some educators can argue that pair work also brings a lot of disadvantages, both for learners and teachers. One of the problems is that students often speak in their native language. This is difficult to eliminate if the class is really big and consists of forty students. The teacher cannot listen to all pairs at the same time, but it does not mean that he/she is unable to do anything about it. The teacher should establish certain rules at the beginning of the school year and be very strict about them. He/she can play the role of the "English Police" and look for "offenders" - those who speak their mother language - giving them a punishment (for example extra homework). After some time the good habit of speaking only English may be established.

Another disadvantage is incorrectness. During pair work the teacher usually does not disturb the students, even if he/she notices some mistakes they have made, but lets them speak freely. However after the activity, he/she should discuss the most common ones. It is tempting to suggest that the learners may learn each other's mistakes or errors, but we should not forget that errors or mistakes are an indissoluble element of the process of learning.

Besides, students try to correct each other rather than learn the mistakes. One of the main points of having learners speak to each other is to help them increase their confidence and reduce the anxiety that is often found in a purely teacher-centered classroom. Pair work activities are usually geared to fluency enhancement rather than accuracy practice.

One of the main disadvantages for the learners is that shy or weak students can be eliminated from the practice, because of individuals who always tend to dominate. It is not a problem when they work in pairs, but as far as the pairs are concerned, the teacher should assign roles to avoid one or two learners taking over the activity and others becoming passive observers. The assignment of roles (for example "a secretary" who notes down what the group members say; "a leader" who governs the conversation; "a presenter" who reports on the final conclusions reached by the group, etc.) is often enough to act as a catalyst to get the group speaking.

All educators should remember that in a class there is always a very specific mixture of characters - from extroverts to introverts. Usually teachers have no problems with extroverts who like taking an active part in a lesson, but with introverts and those who are independent types and prefer working alone. However, given the reality of life, there are not many professions today that allow one to work in pure isolation. Cooperation is a fact of life and students should understand it. Pair work in a classroom teaches them a very important life skill - how to work with other people.

Another problem of pair work is connected with noise and indiscipline, but it usually is more troublesome for the teacher than it is for the learners. Participants in a pairwork activity are normally unaware of the noise and of what other pairs are doing. The only possible problem here could be if the classroom had particularly thin walls. If the activity is organized well and the learners are all actively speaking, then a teacher should let them make noise, because it is "productive" noise.

Studies on Pair work.

Long and Porter (1985) state that if a lesson involving 30 students is 50-minutes long, and a teacher talks for half of that time, then each student is only allowed 30 seconds of practice time with the target language, if only one speaks at a time in from of the class. This calculation takes account administration into matters. teacher-oriented teacher time and activities. However, if the students are put into pairs even for just five minutes, each student gets more talking time during those five minutes than the rest of the lesson (Bryne, 1988, 31).

Maher (2011) conducted research on students of their opinion on pair work. That study surveyed 102 students at a small college in Niigata Prefecture, Japan based on the teaching style of four different teachers. The survey consisted of six questions, and was given to students currently enrolled in a speaking/listening or oral communication type of class. Students were given the questionnaire in both English and Japanese. The conclusion of this study (Maher 2011) was that students do prefer pair work for language learning, and that they do have a preference for changing partners often.

Conclusion

seems that there are many It as disadvantages as advantages of these classroom arrangements and one cannot unanimously state which one is better, since each teacher has his/her own likes and dislikes. It is his/her individual choice which one should be used during the process of teaching a language. One should not induce anybody to use pair work. That is why it is very inconvenient to claim pair work is the best practice to develop language skills.

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RESEARCH ARTICLE



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Enhancing the Skills of Rural Students in English Language Using LSRW Skills

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Abstract:

Language plays a crucial role in communication and English is no doubt the foremost and most important tool of communication all over the world. Individually every man should strive hard to acquire good communication skills which are the most important prerequisites to excel in one's career. The purpose of learning any language is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever changing world. Students in India are exposed to their language studies right from their primary level. English is taught only as a second language in India and there is a great difference between the urban children and the rural children in adapting to English language. The urban children are exposed to a lot of methods of learning English with ample facilities and special training in schools to improve their Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas rural students have only limited exposure to learn English.

No doubt Language learning is a skill that can be perfected only through constant practice and continuous exposure to the target language with the available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language. In the present day conventional teaching methods are replaced with modern techniques which rely hugely upon media resources. Teaching English with these modern techniques facilitate to foster a positive attitude among the rural students to learn the language which would make possible for them to meet the upcoming challenges of the day in an innovative way. This paper focus mainly on the effective methods which can be employed in teaching English to the rural students for their enhancement.

Keywords: Communication, reading, writing, modern technique, challenges

Introduction

Generally the purpose of learning any language is to communicate effectively and no communication is possible if one doesn't opportunity get any to communicate. It is natural in the era the demand for communication is high in this ever-changing world. Language plays an important role in communication and English is no doubt the foremost and most important tool of communication all over the world. Individually every man should strive hard to acquire good communication skills which are the most important prerequisites to excel in one's career to get more success.

Language Learning

Language learning is a skill that can be perfected only through constant practice and continuous exposure to the target language. Students in India are taught English as a second language even though they are exposed to language studies right from their primary level. There seems to be a great difference between the city children and the rural children getting acquainted with English Language. Since 70% of the students in India are from rural background and most of them are first generation learners, they lack guidance of English language from their parents and others. Learning English is their Achilles' heel. As said, any superior skill can be mastered with ease, if you have time to learn and practice.

Status of Rural and Urban Students

The training provided in schools, is purely theoretical and bookish and English is taught only in the exam point of view. Hence, even after twelve years of learning English as a subject the students hesitate to communicate in English due to lack of exposure. This applies to city-bred children also, many of them are good in English but when it comes to the point of communicating in English hesitation prevails more among students. It is high time to motivate the students, right from their school by creating an awareness regarding the importance of English language. It is necessary that the teachers who teach English in rural areas should be committed and have an honest approach to equip the skills of the students. The available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language. The city-bred children are exposed to a lot of modules and they have the privilege of learning English through different methods. Special training is available in the city schools to improve the students' Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas the rural students have only limited exposure to learn English.

This paper focus on the effective methods which can be employed in teaching English to the rural students for their enhancement. Today, conventional teaching methods are replaced with modern techniques which rely hugely upon media resources and teaching English with the help of such modern techniques fosters a positive attitude among the rural students to learn the language which would enable them to meet the demands of the day in an innovative way.

Challenges faced by the rural students

The first obstacle is the Socio-Cultural and financial background of the family. As most of the parents are illiterate, they are not able to guide their wards as educated parents do. Hence, the students' performance lacks parental supervision and guidance which is very necessary for education. The illiterate parents are unable to realize the importance of education and also they do not understand the importance of communication skills which plays a vital role in their ward's career.

Unfortunately the children from rural areas attend the school in who their neighborhoods are not exposed to the same type of facilities and motivated as the citybred children. In cities, the children get motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation, on the other hand integrative motivation includes the urge to be part of the community which is so strong that drives the child to pick up the language with perfection. Regarding the syllabus, the most important point is in most of the schools English is taught as any other subject. The importance of English as a communicative tool is not realized. So the existing methods followed at rural schools are not enough to train the students to communicate effectively in English. Due to this, the students from rural area who take up professional courses face a lot of difficulties. Since they are not good enough to communicate in English, they miss many opportunities.

There is a huge increase in the ratio of rural students preferring for professional courses, the above facts should be considered and those students should be trained to meet the need of the hour to acquire proficiency in English.

Essential effective Teaching Methods of English

In learning any language concentration should be focused on four main skills namely

- 1. Listening
- 2. Speaking
- 3. Reading
- 4. Writing

The above order gains importance because gaining one skill leads to the next and so the order is very important.

I. Listening:

Listening is the one basic skill which makes speaking possible. Nobody can speak a language without listening to it. Even an infant starts speaking in a particular language

after listening to it for many months. As we adapt a syllabus in which writing and reading of English is given much importance, our students are deprived of speaking abilities because they have not been properly guided in listening skills. This may be the basic reason why they have not been able to speak English in a proper manner. The svllabus should be redesigned to make the students listen a lot.

Activities for enhancing Listening skills:

The following activities can be implemented to improve the listening skills.

- □ Listening to speeches of great statesmen & politicians
- □ Watching talk shows on Television
- □ Listening to recorded speeches, dialogues, interviews and discussions
- □ Watching English movies on Television
- □ Listening to news bulletins, chat shows, commentaries, weather reports and announcements on TV

□ Watching headlines

The above said activities help students learn pronunciation, improve vocabulary, learn jargons related to various fields, helps in better understanding and right usage of words and phrases.

II. Speaking:

Creating and exposing students to English speaking environments should be given foremost importance when speaking exercises are designed in the curriculum to enhance speaking skills.

Activities for enhancing speaking skills

Day- to – Day Expression:

Expressions of greeting, gratitude, small talk. introductions and making acquaintance, leave-taking, appreciation, expressions of regret and asking to be excused, taking routes, counting, terms related to money transaction etc., are very important communicative acts students need to master. Besides the above activities such as role play, mime, debate on real life situations, eliciting vocabulary from pictures provide a wider scope for the students to enhance their speaking skills.

Substitution words:

Substitution of a word, phrase, or sentence by another is an elementary method which helps students to produce new utterances and to develop speaking skill. A sentence frame is practiced first, then suitable slots in the frame are identified for substitution. When substitution is made, a number of new sentences are produced with ease by students.

III. Reading:

Reading exercises are very important since they help to widen and deepen the student's linguistic skills. Prolonged exposure to reading definitely yields good results enhancing reading skills among students.

Activities for enhancing Reading skills

□ Separate assignments for reading should be given.

☐ At the initial stage students should be encouraged to read aloud so that the

mistakes in pronunciation, stress and pause could be corrected.

□ Students should be encouraged to read the phrases at a single stretch, not going

from word to word.

The teacher should not allow the students to refer to a dictionary for each and every unfamiliar word since it decreases speed and results in lack of interest. Allow them to guess. At the end of the session explain it with examples. This type of exercises and drill when given to students regularly makes them improve their reading skills.

IV. Teaching Writing:

Activities for enhancing Writing skills

The following activities would help a lot to improve writing skills.

 \Box Asking the students to write short stories

□ Writing dairy daily

□ Listing objects in pictures

□ Writing review of the recently watched movies

□ Creating headlines from current affairs

□ Making a monthly calendar or birthday card for a classmate

From the above activities, students can improve their writing skills. Using the steps above teacher shall proceed extend phrase to writing into sentence writing, which enables the students to extended practice writing exercises.

The above activities that the LSRW skills if tune conducted properly would definitely yield better results. Since language learning is a slow and continuous process, errors are inevitable. Without errors no true learning can take place. Students should be told that they need not worry for making mistakes. Everybody, native including speakers makes mistakes. The teacher should not always attempt to correct every error which may discourage upset or the students. Frequent interruptions, in the name of

selfcorrections destroy confidence of the students. It is the role of the teacher to create a conducive climate in which can fearlessly the students exercise language and the communicative acquire competence.

Conclusion

English teacher, especially those who teach rural students need to be very patient, caring, sincere and systematic. They are expected to do a miraculous job under adverse conditions. This is a real challenge which may sound impractical, but it would be highly unjust on the part of the English teacher if he/she overlooks the seriousness behind the issue and it would deprive the students' opportunities which mainly attained through are communication skills and the specific purpose of f teaching English as a communicative tool would get lost.

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RESEARCH ARTICLE



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ENGLISH LANGUAGE- A BLENDED APPROACH

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Abstract:

A novel objective that augments focus is the introduction of technology into direct language curricular programs. Nevertheless, though "the approach of blending Computer-assisted Language Learning (CALL) applications with face-to-face teaching and learning is as old as CALL itsel CALL as a discipline is lagging valued research on blended learning. There are very less facts about teachers' abilities and the characters they play in these amalgamated ambience, and without the awareness of these features innovative models cannot be created. Exploration has been done comparing learning outcomes in conventional and mixed foreign language classes, eventhen the various social and cultural factors (external) and cognitive (internal) aspects that convey teachers' and learners' transition from face-to-face to online learning, appears untested. . Throughout this paper, therefore, I review literature on the involvement of technology into the curriculum, especially related to blended learning, so as to a) describe teachers' opinion about blended learning and their change from face-to-face to blended/online instruction; and b) exchange of methods in which future study might prduce a substitute of how language teachers adjust the new-work order initiated by the online learning component present in blended programs.

Key words: computer assisted , discipline, conventional, cognitive, online learning, amalgamated, ambience, blended learning curriculum, substitute, exploration.

Education systems transmit so as to answer to the societal, legislative and abstemious disputes that society usually experiences. This common changing force, along with an increasing global world, metamorphoses into the need for business collaborators to continually value and/or estimate what fixes as implicit learning and teaching, a method which finally results in the stragey and practice of both national curriculum reforms and locally planned skilled innovations.

Through various creative ideas and opinions educational institutions presently tackle with that which is drawing more attraction is the involvement of technology into the syllabi.For the last few years eucational perseverance has laid importance on standards and association of all the parts of outstanding education systems.An development of present craze has been a renovative interest in connecting both technology and curriculum.As a result the use of ICTs has begin to pervade curriculum programs globally.

Blended learning, a process that mixes faceto-face and online learning, has thus become one of the plans taken up by some EFL/ESL university departments to face the challenges of both language learners native and non local educational authorities. And research based on different presumed and philosophical grounds has been conducted so that the merits and demerits can be discovered.

Definitions representing BL include: a learning method with more than one delivery mode being used to make best use of learning outcomes and to reduce cost associated with program delivery, (b) any mix of instructor-led training methods with technology-based learning, and (c) the mix of traditional and interactive rich forms of classroom training with any of these innovative technologies. (a) offline and online learning, (b) self-paced, live, and collaborative learning, (c) structured and unstructured learning, custom content with off-the-shelf content, (e) work and learning, and (f) blending together physical formats, online formats, and self-paced, asynchronous formats.

As advised by educational researchers, it is essential to place educators at the heart of educational research in which the opinion they take about what, how and why to teach not only promotes transformation but also confirm or combats existing policies of the wider society. The reality that teachers can be exuberant, repellant or similar to curriculum proposals makes it vital to take into consideration their understandings and attitudes.Therefore, research testing various personal and external characteristics that influence teachers' opting of technologymediated ideas is required.

Regrettably, research on blended learning has been organised to compare learning outcomes in conventional and blended foreign language classes, yet the various sociocultural (external) and psychological (internal) facets that moderate teachers' as well as learners' transformation from faceto-face to online learning, and which provide a better understanding of this process are left unobserved. There is also very less information about teachers' abilities and the characters they play in these amalgamated ambience and without an understanding of these features, it is difficult to create new and innovative blended models.

Blended learning in higher education is defined as a union of face-to-face and online learning, a model that is being used in higher educational institutions in reply to some of the social. economic and pedagogical challenges that they are now a days facing. Some of the educators disagree that the approach of online learning is the of the modern change of consequence higher education alongside other factors such as globalization and the expansion of higher education in many countries. Augment in the demand expresses that there is a decrease of input costs and resources in proportionate to the number of output graduates. To manage with this demand, firms have to use various policies and financial methods, such as providing less face to face teaching input and making use of technology to connect classroom activity with self-directed study.

Technology plays a major role as it helps organisations to be sure of their high quality programs even without face to face instruction. Consequently, blended learning, a process with a goal at effectively using and combining Computer-Mediated Communication (CMC) and web-mediated tools with face-to-face instruction, is also being executed in language programs to both improve language learning/teaching processes and meet some of the needs higher education is facing today.

Blended Learning is an old concept which has been used for more than 20 years. It was used in the corporate world as a plan to consent employees to work as well as study at the same time. but it also unfolded in the educational context as a result of: a) the accessibility of computer technology in and outside the classroom, b) the expansion of the innovative energy of ICT for teaching and learning and c) the disappointment generated in online learning with the standalone adoption of online media

In this task of generating a balanced blended learning environment it is necessary to appraise the various benefits of online media so as to be able to seggregate BL from the that usually takes place in the ICT classroom Online media can be used in addendum or in mixed modes. In the former, technology is used encourage to conventional face-to-face instruction, while in the latter, a vital portion of the curriculum is developed online. whatever, the students complained difficulties in making a stepover from Face to face to online learning. The virtual or online component of the blended program caused some hurdles for learners as they had to move from the traditional textbook to electronic hypertext and effective selfdirected learners, and handle with various technological issues. In case of educators, dreary themes added the need for training, limitation of course materials, and absence of rapport with their students.

From the trainer's bird's eye view the most critical aspect of teaching a blended language course was training, since the time of online classes technology has made the lives complex due to technical problems. A strong feeling of social beings developed as teachers were cognizant that handling the online component of the blended course was quite different from managing the traditional personal interaction. Even so, inspite of the pitfalls the authors evaluated the blended program as a positive experience in that the profits in terms of learning and satisfaction outweighed the problems stumbled during implementation..

Regarding teachers' roles, the author stated that being teachers and online tutors introduced beneficiary qualitative changes in teachers' roles as they became guides and co workerswho motivated students' learning process, but it also meant a quantitative increase in the number of hours devoted to learners. "Teachers spend only 1.5 hours a week in faceto-face classes, but they spend a larger number of hours managing learners' work in the online atmosphere. They also had to promote language learning ambience to establish suitable conditions in order to acquire the language.A amicable transfer of knowledge to train is at the doorstep of failure to consent and properly support transmission of knowledge approach to support the metamorphoses of teachers' identity results from that moving conventional classroombased teaching to online teaching. The shift goes beyond the attainment of ICT skills and requires a process of understanding the efforts of the new sector and an embrace by the teacher of his or her new role and identity.

Researches have revealed both positive comments and criticism. The opportunity of access, the learner-centered approach and the communicative practice that the blended courses generated were valued positively by teachers as learners were able to work constantly and independently. Nevertheless, the lack of face-toface contact was reported as the most negative factor, as there were students who always needed more help and guidance with their tasks.Educators observed lack of encouragement to be apart in the virtual forums.

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RESEARCH ARTICLE



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Communication Skills for the 21st Century Engineers/Non- Engineers

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Abstract :

Communication skills are an essential component in the education of engineering students to facili-tate not just students' education but also to prepare them for their future careers. In this article, the author discusses various important communication skills required of modern engineers, such as foreign language skills. Also discussed are various elements of communication skills education, such as oral, listening, written, visual, interdisciplinary and intercultural. The impact of emotional intelligence (EQ) is also presented. Suggestions for communication skills development are made, including the posit that communication skills be integrated across the curriculum, rather than include it as a stand-alone subject in already packed engineering curricula, so as to reinforce student learning. Various potential areas for further research are also made

Key words - Communication, engineering students, emotional intelligence etc

Communication Is a Process:

Effective communication requires paying attention to an entire process, not just the content of the message. When you are the messenger in this process, you should consider potential barriers at several stages that can keep your intended audience from receiving your message.

Be aware of how your own attitudes, emotions, knowledge, and credibility with the receiver might impede or alter whether and how your message is received. Be aware of your own body language when speaking. Consider the attitudes and knowledge of your intended audience as well. Diversity in age, sex, and ethnicity or race adds to the communication challenges, as do different training backgrounds.

Individuals from different cultures may assign very different meanings to facial expressions, use of space, and, especially, gestures. For example, in some Asian cultures women learn that it is disrespectful to look people in the eye and so they tend to have downcast eyes during a conversation. But in the United States, this body language could be misinterpreted as a lack of interest or a lack of attention.

Choose the right medium for the message you want to communicate. E-mail or phone call? Personal visit? Group discussion at a meeting? Notes in the margin or a typed review? Sometimes more than one medium is appropriate, such as when you give the patient written material to reinforce what you have said, or when you follow-up a telephone conversation with an e-mail beginning, "As we discussed...."

For one-on-one communication, the setting and timing can be critical to communicating effectively. Is a chat in the corridor OK, or should this be a closed-door discussion? In your office or over lunch? Consider the mindset and milieu of the communication receiver. Defer giving complex information on someone's first day back from vacation or if you are aware of situations that may be anxiety-producing for that individual. Similarly, when calling someone on the phone, ask initially if this is a convenient time to talk. Offer to set a specific time to call back later.

Finally, organize content of the message you want to communicate. Make sure the information you are trying to convey is not too complex or lengthy for either the medium you are using or the audience. Use language appropriate for the audience. With patients, avoid medical jargon.

FOREIGN LANGUAGE SKILLS :

Jensen states that employers want a number of new competencies, with an emphasis on an increased ability to communicate and good foreign language skills. This is reinforced in Grünwald's study of competences required by the engineer of tomorrow, which includes hard skills like good foreign language skills. He goes further to claim that cross-disciplinary language skills are not sufficiently taught. This indicates a lack of a direct fit between graduate skills and those required by industry.

Engineers can relate the same theories of mathematics, of mechanics and technology, but the mod-ern engineer must also be able to communicate effectively in a shared tongue. This is especially important given that engineering projects are now planned and implemented across national and cultural borders.

The USA has a resilient nonlinguistic culture of instruction in English, which may well impact on that nation's future competitive capacity internationally. There seems to be a similar culture in Australia where multilingual education is somewhat of an advantage, but is not compulsory. This differs to the compulsory education in the English language education established.

The prime language of Internet sites is becoming increasingly regionalized. Although English remains the dominant language with regard to Web content, it is interesting to note that the

proportion of non-native English speaking online population has steadily increased and surpassed that of native English speakers. This has clear implications for engineering education. Language will no longer be the prime determinant for access to engineering education based on traditional European structures because large, previously under-represented communities will gain greater representation. Furthermore, this expanded access to the Internet builds a new dimension in the education process in this era of globalization: by combining language education with technology education. This also generates a greater element of regionalization as these large underrepresented groups in Asia and Africa demand the skills required to operate competitively in the world. However, language still remains a strong barrier.

English for Specific Purposes :

There is a clear necessity for effective English communication skills for engineers in the current globalised environment. A course in English for Specific Purposes (ESP) will enhance English language training and an engineering student's communication skills. It will also aid in the globalization of education and the internationalization of practicing engineers. The concept of ESP achieves more in the education of engineering students by focusing the learner's attention on the particular terminology and communication skills required in the professional field. Various examples in the engineering field can be found, including computer science, maritime engineering's sea speak, aviation's air speak and the railway's rail speak.

While English is currently a prime language in facilitating communication between international cultures, particularly intercontinental, the increasing growth of regional languages indicates that native English speakers need to learn additional and communication skills, preferably in at least one of the regional tongues. In this case, monolinguals is likely to be an impediment for future graduate engineers in a world where intraregional connections provide stepping stones to facilitating globalization.

COMMUNICATION ISSUES

Four sources of weakness that can significantly impact on an engineer's communication skills education were identified as: skills in the communication being sent/received. This will contribute to students' life-long learning skills.

ORAL COMMUNICATION SKILLS

The burgeoning importance placed on oral communication skills by employers has been echoed inter-nationally for a decade or more and across disciplines. Knowledge and technical know-how are clearly important, but these must be presented with an excel-lent standard of communication skills, particularly oral. Indeed, oral communication and presentation skills are considered one of the best career enhancers and to be the single biggest factor in determining a student's career success or failure. Communication skills development has been demonstrated through the use of

various methods, such as class discussions and others.

Experiential methods have generally yielded better results than purely didactic means. Examples include presentations, peer review, role-play, video of student presentations with individual feedback and up-to-date training in key software used in presentations by graduates in industry (eg *PowerPoint*, *Word*, *Excel*, etc).

Engaging learners will help facilitate and stimulate effective and purposeful learning by students. In particular, involving learners directly will engender a stronger sense of responsibility in future graduates that they can take beyond the university and into the work arena. This is especially important when engaging learners of English as a Second Language (ESL) and English for Specific Purposes (ESP) as it involves new vocabulary.

LISTENING SKILLS

Communication involves receiving as well as sending signals. As such, listening skills are just as important and verbal and written communication skills competences. It has been asserted that we spend 70% of our time awake in some mode of communication, which is comprised of the following proportions:

- 10% writing;
- 15% reading;
- 30% talking;
- 45% listening.

Kline further affirmed that listening is crucial in the workplace . As such, it is vital across the professions, including engineering. Listening entails the reception and correct understanding of verbal communication and without effective listening skills.

VISUAL COMMUNICATION SKILLS

Visual forms, such as drawings, diagrams, real and symbolic pictures, etc, are of tremendous importance in the process of knowledge acquisition in general, especially information processing, storage and retrieval. They may also have important implications for the quality of visual communication within a specific profession. It is clear that every engineering profession relies heavily on the use of visual forms as a means of non-verbal communication.

Visual literacy entails being able to perceive visual images, such as icons, and understand

them. Comprehending visual images tends to be faster than for the written counterpart. Their pictographic nature facilitates communication between people of different linguistic and cultural (or multidisciplinary) backgrounds, thereby helping to avoid the *cultural and economic hegemony* of text language only. Visual literacy also means being able to generate images that can be used for communication, much like verbal communication entails being able to listen and speak. This impacts on the training of future design engineers in particular, as this increasingly globalised world sees more and more products designed in one country, before being manufactured in another country and distributed around the world.

Visual literacy can be enhanced through cognitive activities, including freehand and grid drawing, and is re-emerging as a valuable tool, particularly with regard to fundamentals in industrial design. Visual literacy has been defined by Anderson as involving the ability to perceive image-based information, processing and understanding it, and having the skill to communicate to others through drawing and modeling.

Students, in particular, as future designers, computer professionals and international collaborators, need to consider how to read, write and learn icons, as well as how to design new ones. One pertinent example is electrical engineering. As a rapidly developing profession, this discipline experiences a rapid influx of new ideas and concepts. This demands from modern electrical engineers a variety of intellectual competences and aptitudes that enable them to perceive understand and process complex information through graphical means. The process to develop such capabilities relies heavily on psychological research concerning image formation, cognition and many other symbolic activities.

Leading bodies should act as the caretakers and gatekeepers of new symbols, particularly in engineering, where such a process should lead to more efficient and safer product/service development. The Web and humanities educators so as to *enrich understanding* and that engineers must be humanists to exercise their vocation responsibility. His example of a multidisciplinary class at the Brooklyn Polytechnic revealed that diverse student teams were assigned, encouraging discourse between team members that provided them with new perspectives through collabo-ration; he also comments on how engineers need to be able take into consideration the target audience when delivering presentations and communicating information.

Further research into interdisciplinary collaboration that facilitate communication include the following:

• Identifying opportunities between engineering and other disciplines, as well as between departments;

- Devising teamed projects once collaborations have been identified;
- Obtaining student feedback;
- Identifying how to reinforce the skills learned;
- Fostering opportunities for staff from different disciplines (potentially including other campuses or institutions) to communicate with each other.

INTERCULTURAL COMMUNICATION SKILLS

New communication technologies (such as the Internet, e-mail, cable TV, satellites, etc), the increasing speed who learn the same language as a secondary language .

- Exploring Senge's concept of personal mastery and how it relates to engineering education for both students and educators;
- Facilitating communication between students from different backgrounds and incorporating training so that students provide feedback to each other without conflict;
- Expanding empirical research on non-visual cues for communication (eg common emotional facial reactions are recognised across cultures, including those isolated from the progressively globalised world).

COMMUNICATION SKILLS DEVELOPMENT :

A review of literature indicates that oral communication has been identified as a learnable skill and that experiential methods have generally yielded better results than purely didactic means

Presentations

The student's knowledge base is augmented by allocating class projects for presentations. However students will not place any great emphasis on presentation, and with it oral communication skills, if presentation and communication is not allocated a sig-indicant share for the exercise's marks. Furthermore, as much as many students dislike giving presentations, it is better that they experience a dry run in their education than to be suddenly confronted in the workplace. An Irish study found that 78% of sampled practicing engineering graduates were required to give oral presentations as part of their work, often on a regular basis. Group projects and presentations encourage and enhance the interpersonal skills of the student members and should be emphasized early in the education curricula. This should be considered as teamwork is

recognized as a core skill in industry, and communication with team members needs to be effective.

Peer Review

Advantages of peer assessment include getting students to think about the exercise more deeply, recognize others' viewpoints and how to give constructive criticism to peers. Disadvantages include potential bias, reluctance to give low marks for poor work from their peers and the need for clearer guidelines, although these can be countered by utilizing group-based marking, rather than individual, increasing marking guideline specificity, and limiting the impact of the peer review exercise on the overall unit grade.

Role-Play

As knowledge of communication theory does not necessarily parallel skills in practice, it is important to immerse students in similar work environments. Context-specific enactments, or role-play, can focus the student's attention on the differing types of communication required with various groups in potential future work situations.

Video

Video/audio grading has been shown to dramatically improve presentation skills in students, with one prime example given where student presentations were filmed and then graded with dubbing from the teacher and a feedback sheet. Importantly, this provides relevant educational feedback to the student that is not transitory as the student's performance can be revisited.

Technology

Current technology should be utilized, or at least demonstrated to the students, so that they are aware of what is in use beyond the university walls. The Irish study found that practicing engineering graduates suggested that greater content for communication courses in undergraduate engineering cover basic MS Office applications (number 3 on the list, directly after oral presentations and keyboard skills), as well as other technical elements including Web page design, e-mail and graphic design. This gives a clear indication of technological elements that need to be incorporated into fundamental communication training for engineering students in preparation for industry.

Active Involvement of the Learner

Littlewoods suggested several elements that involve the learner to reinforce learning:

- The classroom must be conducive to communication and learning;
- Learning has to be relevant to learners' interests and needs;
- Processes and products are important in the classroom;
- Learners must engage in active roles in the classroom.

Engaging learners facilitates and stimulates effective and purposeful learning by students. Involving learners directly engenders a stronger sense of responsibility in the future graduates that they can take beyond the university and into the work arena. It is especially important to engage learners of English as a Second Language (ESL) and English for Specific Purposes (ESP) as it involves new vocabulary.

Team-Teaching Collaborations

Team-teaching collaboration between a subject expert and an English language teacher can benefit learners. Overseas experience already indicates that the synergy from team-teaching can significantly improve the written and communication skills of most students, particularly oral presentations and report writing.

COMMUNICATION SKILLS ASSESSMENT

Communication skills have been identified as multidimensional and so it becomes crucial to classify how they will be assessed in the students' work. Furthermore, the particular communication skills required in a profession are usually poorly defined One study identified that communication skills assessment must:

- Be formal so that it occurs at specific times and contributes to a student's marks;
- Provide feedback to be educational;
- Involve active participation by students in actual communication situations;
- Tackle student insights so that skills are identified and developed.

Individual feedback is important but there needs to be prudent identification and clear operational definitions of the rating dimensions so that the same standards are applied to all students: consistency and accuracy.

INTEGRATION

Stand-alone subjects need to clearly identify the benefits and relevance of utilizing the methods learned so that they can be incorporated in the rest of the student's experience. For example, integrating compulsory communications education, whether rep-resented wholly or in part by one or more units, should be part of an engineering degree. However, this is not enough; those skills need to be utilized across the degree to demonstrate application and reinforce behavior. This may involve a restructuring of certain components of subjects, even the curriculum.

To maintain relevance in today's world, universities need to reflect industry (and social) demands by imparting to graduates the required skills. Integrating these skills within subject modules, especially in the marking structure, can thereby achieve the right skills combination.

Potential future research in this regard includes the following:

- Identifying how communication can be integrated into engineering subjects;
- Identifying which subjects/courses/disciplines will be easier for such integration;
- Discerning the proportion of assessment that should be allocated to communication skills (eg presentations, reports, etc);
- Identifying where initial training in communication should occur (eg at the first year level);
- Ascertaining the number and range of institutions that currently engage in such integration in engineering curricula (and to what extent);
- Collaborating with other faculties (eg management) to identify how communication education is incorporated into the curriculum in different subjects;

CONCLUSIONS

Language and communication skills are recognized as important elements in the education of the modern engineer. Those institutions that have already implemented multilingual and communication elements will be at the forefront of providing the demands of industry and society.

The already crowded engineering curriculum still needs to incorporate additional competences, notably workplace and international/intercultural skills, especially communication. Fitting in a new subject will, in most cases, be difficult, but also less enduring with regard to the competence being taught. The integration of communication skills, as can be found in various

business curricula, will serve to reinforce such skills like communication across different contexts, particularly if students recognize this as an important component if part of the overall grade is attributed to it.

The incorporation of language and communication improvement courses is an important element of continuous learning, and will ultimately contribute to the process of life-long learning. This should facilitate advancements in engineering and, indeed, engineer-ing education through streamlining fundamental communication skills.

Ideally, students' skills in communication and EQ, which reinforces these competences, should be initiated and inculcated at least at the secondary school level. However, if this is lacking in the national school curricu-lum, then it needs to be fostered at the tertiary level, particularly as such skills can still be acquired as adults and will contribute to the life-long learning process

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RESEARCH ARTICLE



TEACHING ENGLISH IN RURAL INDIA THROUGH TECHNOLOGY: A STUDY

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ABSTRACT

If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. This paper deals with the importance of teaching English to fulfill the ever growing demands of English. The methods and approaches adopted or followed by teachers in the past to teach English language, the lacunae in their language teaching which is the second language for both teacher and students is discussed.

Challenges before teachers in present day ELT are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfill their practical demands through effective communication skills apart from gaining command over English language is highlighted.

This paper also deals with various language games which are introduced in teaching to create interest of students in learning English language apart from conventional learning.

Key Words: Various Methods, Challenges, Group Discussions, Role Plays, Language Games, CALL, Language Games etc

Soft Skills are part of Communication Skills. Soft skills comprises of the skills which an individual uses to inform, to persuade, to explain, to present, to understand, elicit information. One may hate soft skills as he / she does n't posess the essential skills of persuading, explaining, understanding a spoken word. But today one cannot ignore the roll of soft skills in any learning process, more so in learning and teaching a language.

As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades. Many money-earning activities such as BPO, Medical Transcription and IT add to the importance and relevance of English in every walk of life. Prof. Jacob Tharu says, "English is no longer some remote but a powerful mystery, lying hidden in the world of textbooks and examination."

Conventional English Language Teaching In the past, students were introduced to English only in their sixth standard. Students learned English just as another subject like Physics and Mathematics and got very little opportunity to using it within the school as well as outside the school.

The above context was appropriate for the use of methods that did not focus much on communicative competence. Language teachers adopted and followed some or all of the different methodologies listed below to teach the language.

Grammar Translation Method

Grammar translation method was used by the teacher to teach young children, where teacher explained every word to students in the native language to make him understand and learn English. But in this method there was at least one disadvantage. Both the teacher and the student concentrated more on L1 rather than L2. In this method English language class seemed to be L1 class rather than L2 class. Students got only limited benefit through this method.

Unfortunately, this method is still in use in many rural schools throughout India. This method is also supported by the methods used to teach mother tongue in our schools.

Bilingual Method

May be we should declare this as the method, our own favorite method in our schools. Most teachers follow the bilingual method to teach the students in Indian schools, where the teacher first of all explains the entire English sentence in L1 and then asks the students to perform activities in English. Here, it used to be a main assumption that only the teachers have the freedom to take the help of L1 and students are not supposed to use it, However, this constraint is found mostly on paper, not in the classroom. When a student is in the process of composing his or her English sentences, abundant help through the use of mother tongue sentences is provided. This method does not help fluency and naturalness in language expression. Thus, this method became beneficial to, students in learning the second language only up to some extent.

Direct Method

Earlier, teachers used to follow the direct method to teach Indian students mostly in private schools, which usually charge a higher tuition fee, etc. These teachers will stick to the practice of using only English, without depending on L1. Here, teacher is not supposed or authorized to use any single word from L1. This forced seclusion made students from many families with no past history of learning or using English face great difficulty in understanding certain words and their meanings. But this method turned to be more useful for the students to learn language than any other method as this method creates more encouraging language environment for students in the class room.

In the Context of English as a Subject

All the above methods have their own advantages and disadvantages, where the students learned English only as a subject rather than as language. They were also unable to put their learning into practice due to lack of a favorable environment.

In addition to the above constraints, the teachers used to have very limited teaching hours, mostly from three to six hours per week which are not enough to teach the language elaborately giving emphasis for the basic elements of language.

Another limitation seen in Indian teachers is that some of the English teachers are not familiar with the latest developments in ELT pedagogy. The situation is no better even at the college level as Robert Bellarmine observes, "The most serious problem in the teaching of English in our country is the appallingly small quantity and atrociously poor quality of English to which our learners are exposed." (Ref 1) . Teaching of English in India is examination-oriented only.

A Challenge in Teaching English Today

Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. English has a base in several countries and is considered as the most suitable and convenient tool for International Communication. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations.

In the earlier days English was just like a Library language, but now that notion has changed totally. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

Methods Adapted to Improve Spoken Skills

Group Discussions

Now due to the world wide growing trends in English, teachers give more emphasis to communicative approach rather than the lecture mode. Their main goal is to make the students effective communicators in English both inside and outside the class room.

To achieve this, they involve the students to participate more in classroom activities so that they will acquire adequate command over speaking skills. To create this environment, teachers can conduct group discussions, where students are supposed to speak only in English. Here, they can give their views, ideas and thoughts in English due to which they develop the habit of speaking fluently in English like they do in their mother tongue.

Various types of discussions also help students to improve their general awareness and understanding about current affairs. It gives a lot of scope for good imagination and deep thoughts. This type of discussions helps the students to listen to the views of fellow students which in turn helps them to gain knowledge and enrich the vocabulary also.

Debates

Debates too play an important role to improve the speaking ability of the students both at school and at higher level. Debates not only make the students to speak boldly and fluently but also help them to take one stand and be firm and consistent on that. Along with this advantage of reasoning, it gives students some experience to control their emotions without losing their temper. This also helps them to organize their thoughts and ideas in a specific way while speaking.

Role Plays

Role-plays are another important task that can improve the basic colloquial English of the learners. In role plays, the students assume themselves as one of the characters and behave and speak accordingly involving in the given character completely. In these types of activities teachers have to play a vital role as instructors and guide the students properly so that they can act appropriately to meet the situation. They should help the students now and then to understand and take up the role given to get a grip on the tone of voice.

Computer Assisted Language Learning (CALL)

Now-a-days computer has become a part and parcel of our day to day life. It plays a vital role in the process of teaching and learning. It can be used to learn a foreign language like English. Computers have made language learning easy and also made the language learning process interesting and enjoyable for both teacher and student throughout the world. CALL has reduced the burden of the teacher whose teaching methods will be out dated to teach language to present day generation of the world. It is described as one of the interactive methods that can help a learner according to their own ability to learn, which enriches their language skills. CALL enables the learner to look beyond the conventional mode of learning and encourages self learning.

English for Specific Purposes

As English has emerged as a global language, it also plays a vital part in every profession with respect its importance and demand. Every profession has its own professional terminology which is used frequently in that particular profession. For example, certain terms used by the doctors, lawyers, et al. are quite different from those of other professionals. So, to benefit these professionals, English for specific purposes is introduced so that specific English words related to that particular profession can be taught by those professionals. Jargon related to one profession is different from the other. Hence every professional is taught in a particular manner that fits in well with his professional demands.

Teaching Language through Visual Aids

One of the innovative methods used by the teacher to teach language in class room is visual aids. The teacher distributes visual aids to students by dividing them into various groups. The students are then given stipulated time to extract relevant information on the given aids. After that, those learners are supposed to speak about the visual aids given to them. This method expands the analyzing capacity of the students. By looking at the picture, the learner should think and come out with innovative thoughts which also help in learning language by creating fun-filled environment around them. The teacher acts as facilitator who motivates the students to talk freely. As each person gets their own unique thinking it helps to sharpen their thinking process.

Language Games

In addition to the above mentioned methods teachers also use various language games to teach English language apart from the conventional ways of language teaching, which helps in developing vocabulary from the language that is being learned.

Conclusion

To meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum portion of class time will be wasted in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods listening and speaking skills were neglected as students cannot put their language in practice.

In the era of competitive world, where the majority of the students are attempting GRE & TOEFL, good listening and speaking skills become an absolute necessity. Communicative approach has been totally neglected by teachers and learners which has

become a global demand where students are supposed to communicate across the globe. Teachers should act as facilitators, and should observe how well students organize their thoughts while speaking with their fellow members. As language changes geographically due to dialectical variations, the teacher should take adequate steps to teach their student about neutral accent and their importance while communication. Clear pronunciation, not perfect pronunciation, is the goal. Students are also now facilitated by software to practice pronunciation through phonetics. To achieve the goals of language learning today every college should be provided with language lab, sophisticated equipment like computers, LCD Projectors.

In addition to these, our faculty too should update their knowledge, skills and should acquire thoroughness over their syllabus to meet the demands of globalization since English is seen as a key educational investment in this world. If provided with the latest language teaching tools and with the support of technology, one can teach the language effectively and motivate the students towards language learning in rural India.

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RESEARCH ARTICLE



TRADITIONAL VS MODERN APPROACHES IN TEACHING ENGLISH

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Information and communication technology has changed the way people looked at education. We live in an era of information and knowledge society. This new society, to fulfill its needs, requires innovativeness in teaching and learning. There has always been a constant search for effective ways of optimizing learning. Language teaching plays an important role to open up its resources to the learners to develop their communicative competence and promote learning strategies. Though we still rely on traditional teaching methods, there is a need to combine the traditional and modern teaching methods in order to meet the needs of the students. This paper presents the pros and cons of traditional and modern methods of teaching and focuses on the need to integrate these methods for effective teaching and learning.

In most parts of our country traditional teaching methods are used in English. These methods at the undergraduate level tend to be mechanical and uninspiring as they reduce English language learning to mechanical memorization and fails to

communication The develop skills. traditional methods are teacher centered and teachers are the source of knowledge. А very typical feature of traditional methodology, as Broughton and his collegues claim, is the "teacher - dominated interaction" (Broughton, 1994:22). The traditional methodology of teaching is deeply teacher-centered. That it is based on the traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers (Kuzu: 2007).

Though there are different opinions regarding the use of traditional and modern teaching methods, the students' individual abilities must be taken into consideration before choosing any method. Some methods work for one person well, but the same one might not work for another person at all. So there is a need to be aware of the advantages and disadvantages in using various methodologies as there is no one best method or worst method, or one method simply the best for everything and everybody.

There are variuos approaches like the grammar- translation method, the audiolingual method, the direct method, the communicative approach etc. But some of them are no longer used, some trends continue to have a major impact on ELT. The grammar translation method is one of the most traditional methods of English language focuses teaching and on grammatical rules and word lists. Though the learners acquire a great deal of knowledge about the target language, this method does not help the learners communicate effectively in the target leanguage. It prevents them from activating their language knowledge, or getting a good natural input, since they are always looking for equivalent in their mother tongue.

The direct method or the anti-grammatical method focuses on the idea that second language learning in more than the learning of rules and the acquisition of translation skills. The audio-lingual method was a very popular and quite dependable method of learning languages. This method focues on constant drilling and repetition as the most important aspects of leanguage learning. Though learners grasp several, quite accurate grammatical structures, this method improve their communcative doesn't competence. As a result many students successfully learn the rules of grammar, but when it comes to using the language, they fail to do so.

It is precisely in this area that the communicative language teaching has made significant contribution. Unlike traditional

methodology, modern methodology is much more student – centred. According to Jim Scrivener, the teacher's main role is to "help learning to happen" which includes "Involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate talk, interact, do things, etc" (Scrivener:2002). According Broughton, "modern to methodology is where the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try learning interesting out, make etc" (Broughton: 1994).

CLT approach is flexible, student centered and learner friendly. This approach emphasizes on learning to communicate through interaction in the target language. It provides opportunities for learners to focus, not only on language but also on the learning process itself. It enables the students think creatively and independently and help them become self directive and self reliant when they encounter various situations in real lefe. It fosters a supportive learning environment and advocates friendly interaction between the teacher and the student, freedom of expression and learning through task based activities. This method focuses on communicative activities. encourages students to use all their knowledge of the language to communicate and interact.

It is up to the teacher to cleverly integrate traditional methods with modern teaching methods and help the students enjoy learning. The need of the day is to equip students with proficiency in the English language and to make English classroom enjoyable and learner centered through modern ELT technologies.

Since the increase of use of new technologies in information, language teaching has changed its face in many We can see the impact of the aspects. integration of e-learning tools into educational practices. Infusing technology into education is really important as it caters to the needs of the contemporary learners. New technologies like interactive boards, mobile phones, internet, youtube, web 2.0, blogs and so on enable the learners to become competent in English language. Learning language through technological tools gives the student self-motivation, enthusiasm and efficiency.

The impact of the use of technology in ELT has brought not only advantages but also some disadvantages. Language teachers and students fail to use technological tools in English teaching – learning process, due to lack of adequate knowledge in application of both hardware and software technologies. But when we compare the pros and cons of technology we can find a wide range of facilities which are very helpful, supportive, interesting for the learners. Wilkins says that for "language learning to be entirely effective the learner must be provided with opportunites to choose freely not only from among the forms that are the immediate subject of the teaching but from all the forms of language that have been learned upto that point."(Wikins, 1974)

Thus we can say that both modern and traditional teaching methods have their own pros and cons. So it will be beneficial to combine the advantages of traditional and modern teaching methods for effective teaching.

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