



THENI KAMMAVAR SANGAM COLLEGE OF TECHNOLOGY

Approved by AICTE, New Delhi & Affiliated to Anna University, Chennai

Kammavar Nagar , Koduvilarpatti, Theni Dt- 625 534.

Selected Papers Presented in the National Conference on NEW PERSPECTIVES IN ELT

**D. Nagarathinam, Ph.D.
V. Ramkumar, Ph.D. and
R. Vani, M.A., M.Phil. (Eds.)**

New Perspectives in ELT

Contents

Greetings from Secretary Rtn. P. Ponnuchamy
Theni College Kammavar Sangam of Technology

Foreword by Editors
D. Nagarathinam, Ph.D., V. Ramkumar, Ph.D. and
R. Vani, M.A., M.Phil.

- | | |
|--|-------|
| 1. Vocabulary Learning Through Media
B. S. Gomathi | 1-6 |
| 2. Current and Creative English for Communication
and Employability
S. Jayaprabha, M.A., M.Phil. | 7-15 |
| 3. The Puzzles of Punctuations
Dr. D. Nagarathinam and Prof. L. Lakshmanan | 16-26 |
| 4. Role of Humour in Second Language Teaching and
Acquisition
S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate | 27-33 |
| 5. Prominence of English Language for
Career Development
B. Nagia, M.A., M.Phil., Ph.D. | 34-42 |

Language in India www.languageinindia.com ISSN 1930-2940 Vol. 16:4 April 2016

D. Nagarathinam, Ph.D., V. Ramkumar, Ph.D. and R. Vani, M.A., M.Phil. (Eds.)

New Perspectives in ELT

6. Effect of using Internet through Social Media in Improving Writing Skills of the Engineering College Students A. Ponnammal, Ph.D. Research Scholar	43-52
7. Challenges in teaching English to the Heterogeneous Class in Professional courses A. Prema	53-57
8. Measuring L2 learning preferences through Ehrman and Leaver Learning Styles Questionnaire Suvarna Ragini	58-63
9. Breaking the Barriers of Limited Vocabulary Through E-Learning A. Rajalakshmi, M.A., M. Phil., (Ph.D.), SET Dr. K. M. Sumathi, M.A., Ph.D.	64-68
10. Efficient Second Language Learning in Mixed Ability Classes Dr. V. Ramkumar and R. Vani, M.A., M.Phil.	69-74
11. Communicative Approach In Teaching English as L2: An Overview D. Renukadevi	75-79
12. Developing Speaking Skills in English as a Second Language for Employability M. H. S. Sabahath Sabina, M.A., M.Phil.	80-85
13. An Efficacy of Personal Learning Environment (PLE) Tools among Digital Immigrants and Digital Natives in English Classes S. Sangeetha, M.A., B.Ed., M.Phil., SET., Ph.D. Candidate	86-92
14. Importance of Enhancing Communication Skills among Young Graduates - How to Make Them Career-ready & Life-ready? M. Sarpparaje, M.A., M.Phil.	93-100
15. Effective Material to teach Communication Skills and Soft Skills to the Engineering Students – A Classroom Try Out K. Sasirekha and Dr. G. Jayalakshmi	101-110

16. The Merits of Communicative Language Teaching Method in Relation to L2 N. Gurunathan, M.A., M.Phil., M. Ed. and Dr. N. Geethanjali, M.A., Ph.D.	111-117
17. Essence of Corporate Communication N. Pratheeba	118-125
18. Podcasting: A Modern Tool in Education System N. Subhathra and G. Nivethika	126-129
19. The Role of Grammar in English Language Teaching P. Kiruthika	130-133
20. A Holistic Approach to Teaching in a Mixed Ability Classroom B. Shoba Rao	134-141
21. Technology in Teaching English S. Johnson Karunakaran	142-146
22. Innovative Tactics in English Language Teaching S. Sumathi, M.A., B.Ed., M.Phil., D.G.T.	147-152
23. Impact of Mother Tongue in Learning Second Language T. Adalarasu, M.A., B.Ed., (M.Phil.)	153-159
24. Innovative Methods of Teaching English Language Dr. N. Geethanjali, Ms. T. Vembu and B. Raguraman	160-164
25. Guidelines to Learn and Master English Language, Especially Spoken English Dr. T. Smiles	165-168
26. The Importance of Group Discussion and the Role of Participants Dr. D. Nagarathinam & Prof. L. Lakshmanan	169-178



Greetings from **Rtn. P. Ponnuchamy**
Secretary
Theni Kammavar Sangam College of Technology
Theni 625534
Tamilnadu, India

It is important that our teachers and researchers in the field of English Language Teaching share their experience and research with one another to continuously improve teaching and learning English in our schools and colleges. English plays an important role both in India and around the world. It is to our own advantage if our students master English adequately to meet the demands of globalization of knowledge, business, commerce and industry. Our teachers need to publish their research readily on a regular basis. Theni Kammavar Sangam College of Technology is glad that the selected papers presented in the National Conference on NEW PERSPECTIVES IN ELT are now made available through a leading international online journal Language in India www.languageinindia.com.

It is my pleasure to thank all the students, teachers and staff of Theni Kammavar Sangam College of Technology who helped organize the National Conference on NEW PERSPECTIVES IN ELT as well as the participants of the conference.

Foreword

This volume presents the selected papers from the National Conference on NEW PERSPECTIVES IN ELT conducted by Theni Kammavar Sangam College of Technology, Theni, Tamilnadu, India in January 2016. University and College teachers and researchers from Tamilnadu and adjacent states participated in this conference. A good number of students from colleges in Tamilnadu also attended this conference. For the students, concurrent sessions were conducted in which the students presented their papers. We propose to bring out the selection from the papers presented by the students in due course.

As the contents of this volume indicate, college teachers and researchers chose to present matters of interest and relevance to the teaching of English at several levels. Choosing methods and materials suitable for learning English as a Second Language was focused upon in several papers. Class performance of both teachers and students also was focused upon. Modern technology for the teaching of English is highlighted in several papers. Another interesting topic of discussion was related to career goals and competence in English. In general, emphasis was on practical applications of new methods and materials for successful learning of English in and through our classrooms.

We are thankful to all the staff, faculty and students of Theni Kammavar Sangam College of Technology who helped organize the National Conference on NEW PERSPECTIVES IN ELT. We are grateful to our college authority, especially our Secretary of the College, Rtn. P. Ponnuchamy, whose constant support enables us to seek greater heights in all subjects we teach and do research in Theni Kammavar Sangam College of Technology.

We are glad that teachers, researchers and students from various parts of India participated in the conference. We appreciate their participation and contribution and hope and request that they will return to attend our conferences/seminars on diverse topics and themes organized every year. We are glad that Language in India www.languageinindia.com is publishing the volume of selected papers. With their cooperation, papers will be available all over the world and also indexed in leading data bases.

Editors

D. Nagarathinam, Ph.D.
V. Ramkumar, Ph.D.
R. Vani, M.A., M.Phil.

Vocabulary Learning Through Media

B. S. Gomathi

=====

Abstract

English language learners in Engineering institutions believe that vocabulary learning is difficult and complicated. At the institution level, the learners are forced to become autonomous and make some efforts to acquire vocabulary outside and inside the class room simply by getting exposure to the target language. The autonomous learner plays a pivotal role in developing and enhancing the vocabulary. The aim of this paper is to explore learners “response towards media technology in general and its impact in improving the patterns of individual English words in particular. It also helps the learners and teachers to improve the impact of internet, movies and help the teachers in improving learners” vocabulary skills.

Keywords: multimedia, technology, vocabulary learning, impact of internet

Introduction

Vocabulary learning is dominant in language acquisition, whether the language is a second or a foreign language and it is crucial to the learners’ overall language acquisition.

Language acquisition is not a passive learning, whereas it is an active process where the learners have to continuously acquire the vocabulary of the target language. Several studies proved that the first language and second language have indicated that vocabulary knowledge is one of the best predictors of reading ability and the capability to obtain innovative details from the text.

Vocabulary Learning

According to Milton, the term “word” presumably for ease and convenience, when we are really referring to some very specialist definitions of the term, such as types, tokens, lemmas and word families . Krashen holds the opinion that there are great causes for devoting consideration to vocabulary. The vocabulary appears to be an indicator of language ability because learners regularly make use of dictionary rather than a grammar book.

Vocabulary stands out as the primary factor in forming the ground for the development of other skills among the three dimensions of language, which are vocabulary, grammar and phonology. Vocabulary seems to be a simple and familiar concept to understand clearly, however, it is really hard to give it an exact definition. One definition of vocabulary is hard to find. Many definitions exist to define vocabulary as each definition carries one characteristic or more of vocabulary. But there is not one definition of vocabulary that sums up all the characteristics of vocabulary. Different dictionaries define vocabulary differently even though some definitions share the same characteristic as the other. In the popular and more precise way, Oxford Advanced Learner's Dictionary Online has applied a meaning of vocabulary as follow:

1. All the words that a person knows or uses.
2. All the words in a particular language.
3. The words that people use when they are talking about a particular subject.
4. A list of words with their meanings especially in a book for learning a foreign language

Wilkins also suggested that “without grammar, very little can be conveyed” “without vocabulary, nothing can be conveyed”.

If the learners acquire much vocabulary, it helps the learners to speak more and to influence other people as well. Secondly, more number of words is required for being highly competent in the second language. According to Nation, learning vocabulary is the most crucial process in the progress of advancing the learners’ knowledge. In other words it can be expressed as the manner in which the learners begin to have command over a second language.

Relationship between vocabulary knowledge and media

According to the study conducted by Jackson et. al (2006), it has been found that students, who used the internet more, got higher scores and grades. According to the research carried out by Krashen, the internet changes the interaction between learners and teachers. In this aspect there is less interaction between the teacher and the learner and makes learning more student-centered. This type of learning helps the learners improve their vocabulary by viewing and listening to dialogues in the films. The advantages of using films in the language classroom are many. Films improve the ability to understand the spoken language in many different contexts. Learners unconsciously absorb language and sentence pattern when they view the films. They also get an awareness of the new culture, comprehend and learn new accents that can improve their pronunciation. Movies can be useful while teaching vocabulary. If the aim of the teachers is to provide learners with communicative competence, it is quite interesting to hear them pick up phrases, vocabulary exercises to learn new words; using exercises like Prefixes, Suffixes and compound words, close test and so on, to improve one's level of vocabulary knowledge.

Learning through News channels and Newspapers

With the recent development of electronic and print media, the programmes and the contents of news channels and papers have become affluent, dramatic and the news channel, paper language at the same time has become more up-to-the-minute, lively and realistic. Some news channels, papers are easy to watch, read, and easy to use. The committed learners can plan exercises to build up the following skills...

Good speaking.	Grammar skills.
Listening.	Vocabulary.
Reading comprehension.	Map/chart reading skills.
Critical thinking skills.	Geography skills.
Writing skills.	Social study skills.

The English News channels and papers contain a wide range of information like stories,

business news, sports news, special stories, columns, reviews, notices, advertisements, editorials, entertainment schedules and so on. A learner can easily pick up the programme, reading material(s) of his/her interest.

Following are the main ingredients of the English News channels and papers:

The English channels like BBC, CNNIBN and NDTV maintain guidelines for procedures to be taken for breaking news. With domestic news, the correspondent first records a "generic minute" summary and then priority is to report on the channels. A word is shown briefly onscreen to direct a viewer's attention to the breaking news. BBC One and BBC News have replaced the individual breakfast news programmes that had been run by both channels. An hourly business update is included during the weekday schedule from the Corresponding channels.

LSRW Activities Through the Use of English Channels and The Hindu Newspapers

The newspapers are also a great source for English teachers, professionals. They can be used as teaching materials to develop learners' language skills. They can be used effectively with a wide range of learner levels from Elementary to the professional courses. The learners should be careful to organize a certain activity using them with the help of the facilitator.

At the Basic Level:

Ask the learners to speak in English by translating the sentence /phrase in their mother tongue

Make the learners to read aloud a few news items from the page of their interest and ask them to write them down.

Make the learner to do some role-play activities like those they (news presenters) are presenting, while watching the news channel, paying a lot of attention.

At the transitional Level:

Advise the learners to focus on their (Presenters') pronunciation while watching news and while reading newspaper, circle words that they do not comprehend; and ask learners to figure out the

meaning from the situation and explore the definition in the dictionary.

Try to understand their intonation and while they speak follow such intonation, accent and pronunciation; cut out headlines from various articles and match headlines with stories. Ask the learners to analyze advertisements. Learners may report their findings by expressing their opinions by writing a paragraph.

At the higher Level:

Form groups for discussion on any topic.

Ask the learners to follow a news item over a period of time and discuss the events that occur as a native speaker would do.

Encourage the learners to understand / read an article, then discuss the problem's cause and effects.

Media inspire language, and students talk in spite of interests, that otherwise may hold them back. Even the shyest students often find the necessity to express their feelings about the media they used to see/read. Beyond generating the desire to speak, media also provide a basis for conversation in a highly charged viewing experience that students share with each other. Movies, news channels and newspaper can rouse views and opinions and create discussion-like debate; group discussions can thus be part of useful assignments, including a talk on the favourite character discussing an alternate ending.

Conclusion

At the end, an important aspect to be remembered is the frequency in using the movies, as it is supposed to bring variety to the class and be an element of surprise to motivate the students in the teaching learning process. With regard to the use of media in the classroom, the role of the teacher is often misconceived. But the fact is that the teacher plays an eminent role in promoting active learning. Hence the teacher still remains central in all teaching programmes taken up with the aid of media.

=====

References

1. Linfors.J (1987) “Childrens“ Language and Learning” . England Cliffs, NJ.: Prestice – Hall.
2. Dr. Jameel Ahmad, (2012) “English Language Teaching and Integration of Media technology”, Elsevier.
3. Kulkarni Hanmanthrao, (2013). “Imparting English Language and cultural communication skills through Electronic Print Media with the reference to BBC,CNN,IBN,NDTV and the Hindu Newspaper”, Confluence : ISSN 2250-138X
4. Kenji. K (1995) “Teaching English through Newspapers” English Literary Society of Doshisha University.

=====

B. S. GOMATHI, AP (SGL)/ENGLISH
Erode Sengunthar Engineering College, Thudhupathi
Erode-638057
Tamilnadu
India
gomathirkv@gmail.com

Current and Creative English for Communication and Employability

S. Jayaprabha, M.A., M.Phil.

=====

Abstract

English has emerged as an international language and now it is a window to the world. Man has been using language as a tool of communication for centuries and it is the most widely used instrument. Today language is one of the most prized possessions of man. It acts as a repository of wisdom. As communication plays a vital role in the smooth functioning of an organization, the need to impart communication skills has assumed greater importance but it is still not free from ignorance, prejudice and superstition. Researches in this area have shown that 70% to 80% of the total working time of a professional is spent on communication. In India 64.14% is communicating in English. Thus the role of English in the professional world is still dominant and we have therefore focused our attention on the conventions of communication in English followed in India. To achieve success in one's career it is essential to acquire an ability to speak English effectively and fluently.

The present paper will highlights the importance of English and how English can reduce the unemployability by learning communication skills. It also helps one to attain his dream profession through proficiency in English.

Key words:

Introduction

English is rich in its culture and tradition, vast in its literary output and wonderful in scientific and technical prosperity. English is a West Germanic language from the Indo-European family, spoken only in English is now the most widely used language in the world. Now English is an International language. It is used as an official language in almost 54 countries and there are more than 1500 million uses of this language. English undoubtedly plays a major role in various aspects of development. Nevertheless, it is important that we should not exaggerate the importance of English nor should we undervalue the importance of other languages. We must temper our

enthusiasm for English with a sense of responsibility towards those who do not have easy access to it.

English as a Necessity

There are many points which contribute to this beautiful language necessary one of them is that it is an organized system of language which is easy to learn. Through this medium one can mingle with people from any state or nation. It is a link language. No other language has the same power of becoming a link language. Sometimes it serves the role of an impartial language, mainly in certain institutional and national contexts where inter-group rivalry is severe, to the extent that development is hindered, so it acts as a neutral language. In this way, it is hoped, inter ethnic tensions and frustrations can be eased and the energies of the institution or country can be focussed on development.

Language of Science and Technology

English is the language of Science and Technology. Scientific innovations or discoveries in other developed countries cannot reach India without English. All the latest technologies are now at our finger tips but to be able to access to this technology we need to develop English language skill. The syntax of most of the existing computer programming language is also made up of English keywords.

Internet

Though there are several websites in various other languages, English will always be the primary language for internet access. Most of the information, knowing English becomes a prerequisite.

Associate Official Language of India

Although English is just one of the official languages of India, it may perhaps be the only language that can be understood across the country. It is the primary language used in international affairs. It is used in building international relations through the involvement of professional diplomats with respect to issues relating to peace making, global trade, economy and culture. If we live in India we have the knowledge of English, we can learn from the experience and mistakes of the people living in other developed countries. We can reject the unacceptable and accept the justifiable. Using English, we can also promote our theories among the global audience.

English has thus become an effective means sharing experiences and strengthening our cultural identity all across the globe. English being a global language and spoken by more than 950 million people across the world, certainly can make your life easier.

It's impossible to imagine the world without the two 'e'. Electronic Communication and English. English is all over the internet, books and all media. English language is followed by almost all the developed and developing countries today.

English in India

A lot of Indian personalities have won many global awards for creative literatures in English. In 1997, an Indian author Arundhati Roy, won the acclaimed Booker prize for fiction, for her book "The God of Small Things. Millions of copies of her book were sold all over the world.

Over the last 30 years, English language has emerged out to be one of our key strengths in procuring international acclaim for a number of films made by Indians in English language. In 1998 a famous Indian film director, Shekhar Kapoor's film "Elizabeth" received the nominations for Oscar Awards. Thus we can't deny the fact that English language has brought India to an International level.

Many Englishes

There are many difficult choices that have to be made if there is to be further standardisation of English in the future. These include the choice over whether to adopt a current standard, or move towards a more neutral, but artificial one. A true International English might supplant both current American and British English as a variety of English for international communication, leaving these as local dialects, or would rise from a merger of General American and Standard British English with an admixture of other varieties of English and would generally replace all these varieties of English.

We may, in due course, all need to be in control of two standard Englishes - the one which gives us our national and local identity, and the other which puts us in touch with the rest of the human race. In effect, we may all need to become bilingual in our own language. - David Crystal (1988: p. 265)

This is the situation long faced by many users of English who possess a "non-standard" dialect of English as their birth tongue but have also learned to write (and perhaps also speak) a

more standard dialect. Many academics often publish material in journals requiring different varieties of English and change style and spellings as necessary without great difficulty.

As far as spelling is concerned, the differences between American and British usage became noticeable due to the first influential lexicographers (dictionary writers) on each side of the Atlantic. Samuel Johnson's dictionary of 1755 greatly favoured Norman-influenced spellings such as *centre* and *colour*; on the other hand, Noah Webster's first guide to American spelling, published in 1783, preferred spellings like *center* and the Latinate *color*. The difference in strategy and philosophy of Johnson and Webster are largely responsible for the main division in English spelling that exists today. However, these differences are extremely minor. Spelling is but a small part of the differences between dialects of English, and may not even reflect dialect differences at all (except in phonetically spelled dialogue). International English refers to much more than an agreed spelling pattern.

Dual Standard

Two approaches to International English are the individualistic and inclusive approach and the new dialect approach.

The individualistic approach gives control to individual authors to write and spell as they wish (within purported standard conventions) and to accept the validity of differences. The *Longman Grammar of Spoken and Written English*, published in 1999, is a descriptive study of both American and British English in which each chapter follows individual spelling conventions according to the preference of the main editor of that chapter.

The new dialect approach appears in *The Cambridge Guide to English Usage* (Peters, 2004) which attempts to avoid any language bias and accordingly uses an idiosyncratic international spelling system of mixed American and British forms (but tending to prefer the American English spellings).

Spoken English is even more, because there are many cases where one knows his subject well, but fails to communicate it properly. The practice of spoken English, therefore, is quite essential. Learning English in a country where it is not a native language opens a number of opportunities for the individual. In today's corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. The language of the

corporate world is English. An individual can make strides in the management ladder if he/she can speak English fluently. If your English is poor, even though with brilliant business ideas, you may still find yourself languishing at the bottom of the management ladder. Your productivity will drop over a period of time since you will find difficulty in expressing your brilliant ideas. Those who can speak good English will probably usurp your ideas and get the credit for all the hard work you did to get the idea working. So there are immense opportunities for English Language trainer to train people incommunicative English for different purposes like group discussions, interviews, oral presentations, report writing, writing letters etc. English language trainers generally handle individuals' abilities to frame grammatically correct sentences or his lack of vocabulary, fear of speaking to groups of people, and in effective presentation skills. Here are a few skills that an English language trainer tends to teach. Standard English

The pronunciation of Indian English varies from region to region according to the influence of one's vernacular. So the questions that arise are what is the standard form of English is British English Or American English Or Indian English, with its variety due to the strong influence of regional languages. Till the time of globalisation. British English was considered as Standard English. But with the strength of the American economy, its advancement in science and technology, its power over other countries and the emergence and popularity of e-language, American English is largely followed by the tech savvy countries as well as the countries which are dependent technologies of these nations.

Tool for Employability

India too has contributed a good number of vocabularies to the modern English language and which have become a part of standard dictionaries. As the private sector companies are gaining ground and becoming more competitive due to changed world economy, the employees are always kept on their toes. It is like either you work hard and show your performance or perish for not taking care of your professional growth. The ability to use a language efficiently is very much required to remain employable. What is employability? It is the ability to remain employable as a result of the relevant skills one possesses. Communication skills are very much essential for one's professional growth. The ability to express fluently in both written as well as oral form of language is very much essential for the career growth. As it is stated above, English being the most commonly used language in the corporate world; the knowledge of English is one of the most important employability skills. Knowledge of English is much sought after in the corporate world. Proper English does not mean only the ability to make grammatically correct sentences. It means

other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using that language.

Effective Communication Skills in English

Effective communication skills include oral Skills for public speaking, presentations, negotiating, conflict resolutions, knowledge-sharing; Writing Skills for preparing reports, proposals, instruction manuals, writing memos, notices, official correspondence etc. It also includes a combination of verbal and non-verbal skills marked with proper and distinct articulation, appropriate pause, and voice modulation. If the medium of communication is English, certain amount of proficiency is needed in it. As English for us is a second language and not our mother tongue, a constant practice at home, followed by language-lab sessions, is the need of the hour. Those institutes which want their students to get placed in MNCs and reputed companies, must give this an urgent thought. It is here that an English Language Trainer has a role to play. Quality job depends as much on knowledge of the respective subject as on good communication skills.

Role of Soft Skills in Effective Communication

It is true that communication skills tops the list of employability parameter, however other skills such as intrapersonal and interpersonal skills have become increasingly important. Surveys have shown that out of a large number of professionals being produced every year, only 10% are employable in various industries. The candidates are unsuitable because they lag behind in the soft skills which are essential for employability.

Intrapersonal traits include the following:

- Time management* Attitude* Responsibility* Ethics, integrity and values* Self confidence and courage* Consistency

Interpersonal traits include the following:

- Self awareness* Teamwork *

Communication and networking

- Empathy and listening skills*

Problem solving and troubleshooting

Why English is Difficult?

This is one familiar question to all who studies English as a foreign language or Second language. In the present world everyone likes English but consider it as an alien product never attained by an ordinary human being. The reality is that never take effort to learn it. If one has the curiosity and enough enthusiasm, he can easily dominate the language. It is true that there are many hurdles in the way of mastering good English by our citizens and students whose mother tongue is another language. The language used must have a proper pronunciation, error- free in grammar and usage to make it acceptable to all speakers of English. Let's have a glance through the hurdles of acquiring English language. The first and main problem is that the lack of learning basics properly. It is like performing on the stage without practise. So it is the duty of school teachers to give proper guidance through the simple methods on basic grammar.

The second problem is lack of consistent hard work. During studies one should concentrate on getting more marks never try to make use of it for their future. Most of the students try to mug up the exercises instead of enjoying the vast entertaining capabilities of the language. One can enjoy a poem or a prose after reading and re-reading it. To cultivate the habit of reaching English books in young age itself help you to attain fluency on this language.

The third problem is that while speaking one may think in mother tongue and try to translate it into English. It will take more time and seems childish, results lacking fluency. Another same problem is non usage of time, which means nobody think of English or use English in our daily life. For students, they get more time in their class room to make use of English and reading English but never utilise it.

The one and only solution is continuous and conscious effort to bring your language up to the mark. Use English whenever possible mistakes will happen but if you understand your mistakes and correct it you will not make the same mistake again. Slowly you become mistake free. But it will take time and consistent effort. If you refuse to use English every time, you are refusing the chance to learn English. Those who have a desire to learn English language will definitely start reaching and thinking in English. If you put some effort continuously this language will be your best friend.

English for Employability

The English language has always offered aesthetic pleasure and literary enjoyment to the reader. Now its role has changed to encompass social prestige and criteria for employment. Knowing English opens job opportunities in many countries and markets multilateral institutions and companies in the Four United Nation cities of New York, Vienna, The Hague and Geneva recruit professionals with multilingual skills but also expect the candidates to have good English speaking skills. The Commonwealth of Nations made up of 50 plus countries that were former British colonies or dependencies, also offers numerous employment opportunities to those who understand and communicate in English. In every business, whether it is a shop or stock market we need to learn English in order to run it smoothly. We have to learn how to tackle the customers so that all the customers and clients wish that they should be satisfied by the owners. For this also we must be proficient in English language. The best, efficient and healthy communication is enough to generate international relationships. If we are fluent enough in our communication skills then the dream job is not far from us. Now-a-days the creativity, innovative ideas and hard work should be back up due to the lack of fluency in communication skills. They are not poor in their skills but poor in attracting the people. English language makes them unique personality.

There is a co-relation between the empowerment of English and employability. If your English is very powerful, no corporate world can reject you and you can have the best job opportunity. Today is the world of trade and commerce, technological world we need to have good command over English along with our technical skills. It can reduce unemployment. It makes the candidate confident, self reliant, good communicator which is a need of present time. English is a medium which ensures your present employability.

Conclusion

To sum up, English is a world language, International language, business language, language of commerce and trade and above all it is a Neutral language, one cannot deny the fact that English is a tool of empowerment through employability because for employability this language is a necessity in all the fields like business world or software companies, engineering, medical science, aviation, education, humanities, etc.

References

1. <https://www.urbanpro.com/a/importance-english-india>
2. http://en.wikipedia.org/wiki/English_language
3. www.google.com

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Jayaprabha, M.A., M.Phil.

Current and Creative English for Communication and Employability

4. Language -as -an-instrument-of-empowerment-and-fostering-values.
 5. w.globaltalent.ca/w_step1/Englishskills/
-

S. Jayaprabha, M.A., M.Phil.
Assistant Professor
Department of English
SAC Women's College
Cumbum
Tamilnadu
India

The Puzzles of Punctuations - A Linguistic Study

Dr. D. Nagarathinam & Prof. L. Lakshmanan

=====

Abstract

Punctuation marks are symbols or signs that are used to aid the clarity and comprehension of a written language. Correct punctuation is essential for clear and effective writing. There are fourteen punctuation marks commonly used in English. The important punctuation marks such as the ‘apostrophe’, ‘the ‘comma’, the ‘hyphen’, the ‘semicolon’, ‘the colon’, the ‘dash’ and the ‘abbreviation’ have been dealt with updated information in this paper.

Keywords: Punctuation, the apostrophe, the comma, the dash, the hyphen.

1. Introduction

Punctuation marks are essential to show the reader where sentences start and finish and to make your writing easy to understand. Good punctuation makes a sentence clear and easy to read and understand, because it shows the grammatical structure of the text, its meaning, and often the relationship between words or clauses. Without punctuation it would be very hard to understand what people are writing. The very purpose of punctuation is - to make a sentence meaningful and to give it clarity; for the accurate exchange of written information; and to resolve the ambiguity which thrives on poor punctuation.

2. Two Main Functions of Punctuations

Punctuation serves two main functions:

(1) SEPARATION of:

- (a) *Successive units* (such as sentences by periods, or items in a list by commas)
- (b). Included units (as when parentheses mark off an interpolated phrase or clause)

(2) SPECIFICATION of language functions (as when an apostrophe indicates that an inflection is genitive).

3. Apostrophe

At the outset, let's look at the application of apostrophe.'

The apostrophe is used in writing the genitive singular and plural (thus marking the difference between *dogs*, *dog's*, and *dogs'*) and the informal contractions, especially of the negative particle and of auxiliaries with pronoun subjects : John didn't, She'll, I've.' For e.g.:

- These are my brothers. (= These people are my brothers.)
- These are my brother's. (= These things belong to my brother.)
- These are my brothers'. (= These things belong to my brothers.)

Plurals with apostrophe:

- No ifs or buts, young man
- Mind your p's and q's.
- There are three 5's in 555
- There were \$'s in his eyes.

4. Comma

The comma separates items in lists; coordinate clauses (especially those with a *but*); adverbial clauses and phrases, especially initial ones, from super ordinate clauses; a vocative from the rest of the sentences.

1. The farmer owned sheep, cattle, pigs (,) and poultry.
2. The lecture was good, but there were few listeners.
3. When she saw him, she fell in love at first sight.
4. John, do you know Dalton's address?

A comma cannot separate subject from predicate or verb from object.

5. A man of his courage would always be successful.

6. John thought that the weather would improve.

7.1. My aunt, who lives in Mumbai, is arriving here today.

(It indicates I've only one aunt living in Mumbai.)

7.2. My aunt who lives in Mumbai is arriving today. (Without comma)

(It indicates I've more than one aunt; I'm referring to the aunt who lives in Mumbai rather than one who lives in London.)

8. The conjunctions such as *and*, *but*, *or*, *for*, and *nor*, are used to separate main clauses:

8.1. The building was almost in ruins, *but* the garden is lovely.

8.2. Commas are also used to separate non-essential (or 'parenthetical') elements from the rest of a sentence.

For example: 'Tell him, if you see him, that he's won'.

5. Commas and Clauses

Comma is used between clauses when the clauses are long, contrasted, and complete. The following compound sentences may, but need not, have commas.

9.1. The cottage was old (,) but the garden was new.

The cottage was almost in ruins (,) and the garden was in a mess.

9.2. Beulah boiled the milk and made the tea.

(Here the subject of the second clause, Beulah has been omitted, since it is identical to the subject of the first.)

9.3. Use semicolon if not linked by a conjunction:

The cottage was almost in ruins; the garden looked lovely.

10. The different treatments of *nor*, and *neither*:

10.1. The cottage was not exactly modern, *nor* was the garden.

10.2. The cottage was not exactly modern; *neither* was the garden.

Nor is considered a conjunction, but **neither** is considered a linking adverb.

11. Use a semicolon instead of a comma before a conjunction such as *but*, if you want to emphasize the contrast:

11. The cottage was in ruins; *but* the garden was a sheer delight.

12. I told Sarah and Ruth and Rebecca went straight to the hospital.

In the above example, comma was omitted.

Correction: I told Sarah and Ruth, and Rebecca went straight to the hospital.

If the comma were omitted altogether, you could not determine which meaning was intended.

6. Tags and comments: A different example, now:

13. She is exquisitely beautiful, isn't she?

Isn't she? – Tag question. Before the tag question the comma is almost obligatory? Similarly:

I was just visiting, you see.

You are wrong, you know. (Before short 'comment clauses' the comma is used.

7. Short main clauses and more than two of them you can use commas (or a semicolon or colon):

14. I came, I saw, I conquered.

My duty is my wife, music is my mistress

8. The comma stands for the missing word:

15. Antony loved Cleopatra; Romeo, Juliet

(As Romeo and Juliet are well known the word 'love' is left out)

9. Commas resemble Brackets:

Here commas are used, in pairs (rather like brackets), to separate parenthetical elements in a sentence.

16. a. Tell her, however, that I still love her.

16. b. Tell her, Mary, that I still love her.

16. c. Tell her, above all, that I still love her.

16. d. Tell her, please, that I still love her.

I love her, Julie. Sometimes commas are used to set off single words-

Ah and Juliet here:

Ah, I still love her, Juliet.

When the series consist of only two items connected by a conjunction, commas are not usual.

Hard work and good luck. Hard work and good luck are essential to success.

10. Commas in Numbers: commas are used to separate large whole numbers into units of three, as for thousands and millions:

Example: 123,456; 1,456,245

11. For most simple four-figure numbers, commas are optional.

Example: 3546 or 4,365

19. Commas are not used in four-figure years, page numbers, house numbers, or room numbers:

Example: AD 2001: page 2314 : No. 2342 Town Hall Road

12. Names, Titles, and Addresses: In lists of names arranged by surname, the comma comes after the surname.

Example: Cooper, Gary...

Cooper, James Fenimore...

13. Between a name and a following title or honour^(1,4).

- Arabella Smith, BA, MA, PhD. But it is used to write like this: Arabella Smith, B.A., M.A., Ph.D.
- Nagarathinam, M.E., Ph.D.; T. S. Eliot, OM;
- George Bush, The President of United States.
- In dates to separate day, month, and year:
- Sunday, July 9th, 1939.
- The comma is optional nowadays: 9 July(,)1939.
- If only the month and year are specified, the comma is even more likely to be omitted: July (,)1939.
- In letters, after the 'salutation' and the 'complimentary close':
- Dear sir, Dear Dora, My darling, ... With all my love, ... yours sincerely,
- In American English, the salutation of a Business letter takes a colon:Mr. David:

14. A comma can change meaning drastically:

To the pure by nature, all things are pure.

To the pure, by nature all things are pure.

15. Lists of adjectives: With sequences of such adjectives you can leave out commas:

A round silver casket

When such adjectives occur out of sequence, however, commas are more likely:

a casket, round, silver

A happy Russian child. (No commas) with ungradable adjectives.

16. The Hyphen (-):

There are two principal uses of the hyphen:

- (1) Word divisions at the end of a line. Natural breaks (orthographic, syllabic, morphological) are observed; establish-ment not establishment.

Struc-ture (BrE.) Struc-ture (AmE.)

- (2) The division of words not regarded as wholly established units (anti-war, flower-power)

The hyphen can be used between a word and a prefix, suffix, or combining form - such as pseudo - or counter. It is to prevent ambiguity and awkward combinations of letters:

1. Before Suffix: bull-like, as opposed to workman like.

1-2. After a prefix or other word element. The hyphen is most often used.

- When the main part of a word begins with a capital letter:
Un-American, non-European
- When the main part of a word begins with the letter that ends the prefix or combining form:
Pre-emptive, counter-revolutionary:
- When the prefix is repeated: anti-anti-communism, sub-subcommittee.
- To-morrow (written in the past)→tomorrow
- As a single word with neither spaces nor hyphens:
head waiter tax payer

head-waiter

tax-payer

headwaiter

taxpayer

17. Compound adjectives:

Coffee-flavored, sugar-coated, well-read

Up-to-date, well-received (when used attributively)

Here is a report that is up to date.

Here is an up-to-date report.

Her novels are always well received.

Her well-received novels include.

18. Some compound adjectives, however, resist the hyphen even in front of the noun:

Freshly frozen fish

A dark green shirt

In vitro fertilization

19. Ambiguity and shared elements:

- An Indian-English teacher/an Indian English teacher
- A Turkish-bath attendant/a Turkish bath attendant

20. Several hyphenated compounds

German-speaking and Spanish-speaking or German and Spanish-speaking: a three-course meal, a four-year study, a three or four-year study.

21. The hyphen can stand for the first part of the compound not just the second:

- A three –wheeled and doored vehicle, many crafts men and-women.

22. Hyphens in numbers: 745(seven hundred and forty-five.)

45,053 (forty-five thousand and fifty-three.)

For fractions: (3/4)three-quarters,(7/16)seven-sixteenths.7/61(seven sixty-firsts,(35/98)thirty-five ninety-eighths.

23. The semicolon (;):

- The house was dark; the little girl was extremely frightened. (=The house was dark and the girl was extremely frightened)

Here, the two clauses are closely connected in thought or meaning.

- He says so; but how can I trust him? (the choice of semicolon rather than comma here emphasizes the tone of mistrust)

24. Semicolon with adverbs:

He fought hard; however, he lost the game.

25. Semicolon with the options:

He fought hard and he lost.

He fought hard, but he lost.

He fought **hard**; but he lost (very deliberate.)

26. Semicolon helps to linking clauses:

Lakshmanan,BA.,MA.,BEd. Nagarathinam, BSc. (Math), MA. (English), M.E.(Mech.), Ph.D. (Mech.), B.L.; and Bitzu, M.D., Ph.D.

In the wardrobe there were dresses and coats; hats, scarves, and gloves; and several shoes.

27. The colon (:):

‘The colon is a tricky and insufficiently understood form of punctuation. Its correct use is to introduce material that explains, amplifies, or interprets what precedes it:

They did not sleep last night: they must be tired.

They are tired: they did not sleep last night.

They are tired: Let them go and lie down.

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Dr. D. Nagarathinam & Prof. L. Lakshmanan

The Puzzles of Punctuations - A Linguistic Study

28. Note that what precedes need not be a complete a sentence.

Another Monday morning: It was pouring with rain.

What follows the colon need not be a sentence either, in which case the colon functions rather like such expressions as ‘namely’ or ‘that is’:

‘It is high time we considered Mozart’s predecessor: Haydn.’

Another composer worth listening to is: Haydn. (Omit colon)

29. When the listed items are indented, you can supplement the colon with a dash or a hyphen:

(a) Tetley’s tea-bags

(b) Sparking-plugs

(c) Over-due library books

30. Parallels and contrasts:

Man proposes: God disposes.

To the left, a whirlpool: to the right, a desert.

32. Salutations:

Ladies and gentle men: It gives me a great pleasure...

33. Headings and references:

To: subject: Reference:

34. The Dash (-):

The principal use of the dash (-) is to surround, commas and brackets do any material that is included in a sentence without being structurally essential to it:

I met the principal - he is living in the next street - and we went to the temple together.

35. Summarising, Explaining, Interrupting

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Dr. D. Nagarathinam & Prof. L. Lakshmanan

The Puzzles of Punctuations - A Linguistic Study

Talent, hard work, good luck - these are the ingredients of success. Success has three ingredients - Talent, hard work, good luck.

In the second sentence, a colon would nowadays be preferred to the dash:
Success has three ingredients: talent, hard work, good luck.

Related to this use of the dash is its use to 'explain' preceding material.
+-plus
X-times; = - equals
Here, the dash may be read out as means.

36. Dashes are also used to indicate hesitant speech.

I-um-er-well-that is - **I love you.**

37. In the parenthesis:

Compare the use of the commas, brackets, and dashes in the following sentences:
The postman, a good friend of mine, denied the charge.
The postman (a good friend of mine) denied the charge.
The postman - a good friend of mine - denied the charge.

38. Specification:

The functions most commonly specified by punctuation signs are questions, exclamations, genitives, contractions, and abbreviations.
John has gone already?
Isn't she so beautiful!

In these examples the specification signs are not relevant. They are accepted in the spoken English By rising tone and falling tone.

39. Abbreviations:

When writing private letters, you will probably abbreviate words and names in any way you find useful and understandable.

She works for the B.B.C.

She works for the BBC.

Note that if an assertion ends with an abbreviation, and that abbreviation ends with a full stop, no more full stops are needed.

Theni kammavar sangam-->TKS.

40. Conclusion

We have seen the punctuation marks are not just optional frill: they are essential to the accurate exchange of written information. It helps us to solve the ambiguities, and to have clear ideas and thoughts clearer and easier to grasp the meanings of misleading sentences.

Sources Used for This Compilation:

1. Reader's Digest 'How to write and speak Better'-published by The Reader's Digest Association Limited, 2005.
2. A University Grammar of English-Randolph Quirk Sidney Greenbaum, 2000.
3. Advanced Grammar in usage-Martin Hewing; Cambridge University Press, 2008.
4. Ww. en.fel.Zcu.Cz./.../ Punctuation/Punctuation%20 guidelines.pdf.

Dr. D. Nagarathinam
Principal
dnagarathinam1960@gmail.com

Prof. L.Lakshmanan
Visiting Professor/English
laxmanmegalai@gmail.com

Theni Kammavar Sangam College of Technology
Veerapandi (Via), Theni- 625 534
Tamilnadu
India

Role of Humour in Second Language Teaching and Acquisition

S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate

=====

Abstract

Humour is an effective tool for second language teaching and SL classroom. Humour is an inextricable aspect of human discourse, language teachers may often utilize humour to facilitate dual beneficiary, both socially and psychologically. Humour is an authentic medium at all the levels of proficiency and for the presentation of a language. Simon Wiesenthal says, “Humour is the weapon of unarmed people”. Teachers are the real warriors have to won the war (effective teaching) with their weapons (teaching techniques). Humour should have been called as the ‘pedagogical instrument’ also as double sharpen knife, can harm or serve in the classroom atmosphere. L2 classrooms are life classrooms, where pupil tastes the essence of life ‘humour’, since humour is the food of learning. One English teacher can teach literature interestingly, the other teaches grammar, some others may be well versed in linguistics but every English teacher can teach well with the help of ‘humour’. This paper aims at presenting the role of humour in teaching English as a second language. Minimal attention was given to the effects of humour by language researchers; humour should begin with the fields of education and other related disciplines and perspectives.

Key words: L1, L2, SLA- Second Language Acquisition, ESL-English as Second Language, acquisition, humour, language classroom.

1. Introduction - Why We Need SLA

Preferable, positive atmosphere is required for acquiring or learning a second language. Humour is an effective tool for second language teaching and SL classroom. Humour is an inextricable aspect of human discourse, language teachers may often utilize humour to facilitate dual beneficiary, both socially and psychologically. A language teacher

can create comfortable, enjoyable learning situations. Edward de Bono states, “Humour is by far the most significant activity of the human brain”. Humour is a mood or state of mind which relax the ESL classrooms; the quality of being amusing or comic encourages the teacher to act vehemently and to teach SL (Second Language) effectively. Second language acquisition, second language learning or L2 acquisition is the continuous process through which the pupil learns L2. SLA (Second Language Acquisition) is a branch of applied linguistics. The skill of acquiring command over a newer language through the help of L1 (Mother tongue) or independent learning of a language in addition to the first language for specific purpose shortly referred as SLA. It is practicing in most nations, seemingly English as second language. Its progressing global scenario makes it predominant. “The term *acquisition* is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language” (p.187).

2. Humour: A Preferable Tool

Humour naturally paves the way for the pupil to learn vocabulary, syntax and semantics in the Target language (L2), even though, it may be less preferred with limited utilization in most language classrooms. Since many language teachers in India demand disciplined classrooms, expect perfect silent and controlled classrooms, they make humour as something that should be avoided. This paper contends that humour is a preferable tool to be utilized in SL classrooms. Walter (1990) states that students who have laugh, express less diversion and outbursts (emotions). Interactive classrooms are much better for teaching rather than a passive classroom. Humour provides space for healthy discussions. “For good ideas and true innovation, you need human interaction, conflict, argument, debate...” says, Margaret Heffernan [1]. Humour is one such social skill, which we are lacking in nuclear society and family situation.

3. Focus on Humour in Classroom

Classroom is the place where teaching and learning have to be done tediously; most teachers had this sort of mindset. Such language teacher’s classrooms frighten the pupil. “Classroom in which laughter is welcome help brings learning to life” [1]. Target language humour is idyllic and engaging through which specific elements of language and culture can be taught. It was marked as immediate behaviour. Gorham and Christophel’s (1990) examination of humour manipulates immediate results. Humour is an authentic medium at all

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate

Role of Humour in Second Language Teaching and Acquisition

the levels of proficiency and for the presentation of a language. Learners want ability to communicate in a variety of language contexts. Pervasiveness and presence of humour help general education. Traditional grammar teaching classrooms and classical methods do not usually use humour in the classroom.

4. Humour in Syllabus

Around 1980's the placement of communication in the curriculum and syllabi reinforced implicitly the adoption and use of humour in the classroom. It was said, smile is a universal language, it speaks much better; it is a key to open good transaction of ideas; humour could be a tool used by the teacher to teach language effectively. Simon Wiesenthal says, "Humour is the weapon of unarmed people". Teachers are the real warriors have to win the war (effective teaching) with their weapons (teaching techniques) with language as the only armour. Until recently, minimal attention was given to the effects of humour by language researchers; humour should begin with the fields of education and other related disciplines and perspectives. In later times measurable effects of humour were evidenced by the L2 teachers. Anderson (1979) made an attempt to measure the efficacy and immediacy of humour in L2 classrooms. His findings listed three criteria, viz., student affect, pupil behavioural commitment and cognitive learning. Gorham's reports (p.46-52) that humour removes tension and aggression, elevates boredom and stimulates interest. Pupil and language tutor are well connected through humour.

5. Acquisition of SL

Generally SLA refers to language learning in addition to a first language (probably MT). The term 'acquisition' generally denotes nonconscious nature of learning. Neulip (1990) comes out with his findings regarding the use, effect of humour among language tutors. He says that humour is "a strategy for increasing student comprehension and learning" (p.354). Humour should view as the 'pedagogical instrument' according to him. And also serves as double sharpen knife, can harm or serve in the classroom atmosphere. The individuality of the teachers and pupils as well as their culture affects humour. Humour relaxes the serious mood in second language acquisition, and so students are ready to take risk of using the SL regularly without shy and inferiority feeling and build their individual confidence.

According to *Merriam-Webster Dictionary*, 'humour' is the mental faculty of discovering, expressing or appreciating something that is comical, amusing or absurd. It is quality of making something amusing. Here are a few samples, which illustrate the ways how humour is expressed in language context, Schmitz, J.R. (2002).

- i. **Lexicon humour:** Q: River Ravi flows in which state...? Ans: Liquid state...!
- ii. **Linguistic humour:** In Holland, they call 'water'. The French called it l'eau. The Belgian who speaks both talks about...? Ans: Waterloo...!
- iii. **Syntax humour:** I propose a 'tax' on all individuals who destroy the English. We call it as....?! Ans: Syn'tax'...!

Above examples illustrate sensible humour. These examples use discrete language units. Humour provides a forum for instruction for discrete language, linguistics aspects along with cognitive benefits (certain levels) as suggested by Vizmuller (1980).

In addition to the linguistic, cultural and pragmatic application of humour in language learning, we can also familiarize our students with the patterns of L2. L2 teachers may adopt puns, role plays and oral instructions to discourse and thus express humour. Classroom is the appropriate place to use L2 humour for second or foreign language learners.

6. The Context of Humour

The context of humour is remodeled or changed. Humour in classroom does various applications. There is diverse humour. Humour through interaction is recommended. L2 teacher need to decide whether they should use conversational jokes, or written jokes from the text and literature or from other sources. Language teachers are often advised to adopt certain types of humour, which suit the learners' best. For instance, Schmitz (2002) divides humour as universal humour, culture based humour and linguistic humour. He claims that elementary level students can benefit from these types of humour. Universal humour is fit for intermediate students. Later grade pupil benefits from all the three types. Word play and word wizard are tough areas of humour, but once initiated remain prolonged for a long time in pupils' memory.

7. Construction of Humour and Culture

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate

Role of Humour in Second Language Teaching and Acquisition

Construction of humour in a collaborated classroom begins with the depiction of noise. Bang and noise always are always part of humour, teachers should be tolerant but should be able to stop when necessary. Culture in humour is important. Situational and conditional humours are important and usually form part of the textbook. Classroom is the site of experimentation. The ‘tense’ mood of teacher is unfit to teach ‘tense’ with humour. The cues should signal the pupils and engage them in the construction of humour. Creating humour in L1 classroom is easy and spontaneous, but it starts with some difficulty in L2. Hence the tutor should initiate, and familiarize their students with some random samples. Teachers may keep in their memory the statement of Barbara Walters, “a good laugh makes any interview or any conversation so much better” [2].

8. Facilitating Learning

Sense of humour is part of a good leader. L2 teachers should lead with humour. Identify humour in familiar stories. Utilize technology through visual and audio clips. Other modes may also be used. ‘Humour’ is often taken from comments, encouraging pupil to be open-hearted to pass and pick genuine comments. Some L2 teachers rush to complete syllabus and they push aside soft skills like humour and interaction. ‘Humour’ lessens the workload or makes it lighter; it acts as a bridge, links pupil and teacher, makes classes interesting, participatory and better understanding. Humour never intends ‘funny teachership’; instead it calls for full-pledged teaching.

9. Technology in Creating Humour

Technical aids like word processor, digital video, audio, internet, mail and software support the generation of humour. Humour lubricates the ways of ESL teaching. Humour allows the reserved, shy pupils to be active participants. With specific goals and motto humour fulfills teaching. For instance, a panel of cartoons creates humour, secondly provides space for pupils’ creativity. Repetition works out well, and drama or dramatic depiction is fruitful way.

10. Factors of Humour

Native and nonnative speakers adopt humour in their own language in various ways. Four factors may be considered when we discuss humour as part of teaching: class, teacher, subject and task. The amount and types of humour utilized depend on the teacher.

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate

Role of Humour in Second Language Teaching and Acquisition

Personality, mood, usage of humour, immediacy and amount of dialogue interaction also be considered. Humour plants positive effect, reducing anxiety levels, increasing focus and rapport among the co-learners in the classroom. Pupils' mood is another deciding factor. The teacher should be aware of two things, creativity and relevance, while creating a task.

It is teacher who locates the best way to reach and draw the attention of the pupils. Practical jokes without poking are positive jokes. Irrelevant jokes distract and disturb the classroom situation.

11. Humour: No Hurt Should be Caused to Any Individual or Group

Teaching pedagogy involves the student teacher interaction, between groups and educator. For role play, humour is the tool. Continuing interaction is better to exploit humour subject. General discussions, group discussions or debates increase interest. Hassmen (2008) states four main principles as: demand of information, demand for informed-consent, the demand for confidentiality, privacy and demand for the use of personal information. Humour is associated with subject content. Educational psychology demands that understanding and learning should occur freely, without hurting the feelings of others. Humour is just a way, a part of teaching subject and so it teaches to maintain good psyche and environment.

12. Conclusion

Vygotsky proposed that social interaction profoundly influences cognitive developments; biological and cultural developments do not occur in isolation. Social learning is life long process which cannot be taught, but train inside the L2 classrooms with 'humour' as a 'chalk'. L2 language learning may occur easily with the help of mass media, online language course, dictionaries and internet. Without humour, second language learning creates the L2 robots, not L2 users. Humour is food for learning.

=====

References

- Anderson. J.F. (1979). Teacher Immediacy as a Predictor of Teacher Effectiveness. In D. Nimmo (Ed.), *communication Year book*.3, 543.
- Bell, N. (2007). How native and non native English Speakers adopt to humour in intercultural interaction. *Humor: International Journal of Humor Research*, 20(1).
- Dickinson, D (1998). *The Humor Lounge, Humor and the Multiple Intelligences*.
- Language in India** www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**
- S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate
- Role of Humour in Second Language Teaching and Acquisition

- Gorham, J and Christophel, D.M.(1990). The relationship of teacher's use of humour in the classroom to immediacy and student learning. "Communication Education".46-62.
- Langford. (2005). "Vygotsky's developmental and educational psychology", New York.
- Medgyes, P. (2002). "Laughing matters", Cambridge: Cambridge university press.
- Neulip, J.W. (1991).An examination of content of high school teacher's humor in the classroom and the development of an inductively derived taxonomy of classroom humor. *Communication education* (345).
- Schmitz, J.R.(2002).Humor as a pedagogical tool in foreign language and translation courses.*Humor: International Journal of Humor Research*,15(1),89-113.
- Yule, George. (2010). "The Study of Language"4th Edition, Akash Press, New Delhi.
- <https://en.m.wikipedia.org/wiki/psychology...>
- <https://en.m.wikipedia.org/wiki/humor...>
- www.merriam-webster.com
- [1] <http://www.brainyquote.com/quotes/margarethe556959.html>
- [2] <http://www.brainyquote.com/quotes/walter barbara.html>

ESL –English as Second Language.

L1- Mother Tongue

L2- Target Language (TL) or Second Language (SL).

SLA- Second Language Acquisition.

S. Mohan Raj, M.A., B.Ed., M.Phil. Candidate
 Shanmuga Industries Arts & Science College,
 Tiruvannamalai, 606 601
 Tamilnadu
 India
rajmohan251@gmail.com
 Mobile: 9751660760

Prominence of English Language for Career Development

B. Nagia, M.A., M.Phil., Ph.D.

=====

Abstract

We are living in a world where communication is omnipresent. English is the language which connects people from different regions, cultures and nation. By default, this is due to the fact of British rule in India, they gave common language to the world, which helped the world in sharing any kind of information fast and clear without any translation. English language empowers and reforms the field of education. People never care in taking challenging and fruitful overseas assignment and also English language breaks the barrier for the people to settle down in various countries.

Now-a-days, English language skills are regarded as important as IT skills, which directly results in the economic gain of a nation. The British Council is trying hard with US, U.K and South Asian Partners to support the improvement of “English Skills for Employability”. In India a “Three-Year Programme” established and funded by the European Commission is providing English and soft skills training for young minds who are looking for employment in various high reputed environment.

Thus the paper highlights the prominence of English language, which helps to promote the ratio of employability.

Key words: career development, English, employability, South Asia

Introduction

English is the most popular language around the Globe and is considered as an International Language spoken all over the world. It is one of the most spoken common languages between different cultures and also the language of Technology, Industry,

Administration, Commerce and Trade. Also, Official Language in the Corporate World is English.

In today's scenario, we can't imagine us without two E's – English & Electronic Communication. The reason why English Language becomes so important is because it is followed by all developed and developing countries. Studies show that about 375 million speak English as a first language and 750 million speak English as a second language. English Language is the only gateway to enter into the world of Science, Knowledge, Economy and Culture.

Nowadays, every MNC and Startups need employees who speak fluent English with confidence. Even in Job Description they mention "Excellent skills and command of the English language". So, to get a good job in any company, it is now becoming mandatory to have the knowledge of English and to speak well to express yourself. It becomes the measure of one's capability. For career growth, the ability to express your view in written as well as oral communication plays an important role. If you have command over English then you can work for International Companies around the world which gives you the exposure and opportunity to travel and meet with new people. At times, speaking a new language can seem to be really difficult. Probably you know you are making mistakes, you are too nervous. All you need is to build confidence to speak a new language. So don't stress yourself. We are here to share the tips to improve your English. A recent article in The Economist titled 'The English Empire' noted that an ever increasing number of international companies are adopting English as their first language. While this comes as no surprise for most English learners, what's worth noting is that global firms from non-English speaking countries are adopting English to replace their native language as the official language. Taking China's Lenovo for example, its CEO Yang Yuanqing set a very personal example when he made it his priority to become fluent in English at the age of 40. English is becoming ever more important in one's career development.

Speaking Proper English Improves Career

A number of studies have consistently demonstrated that those who have an advanced knowledge of the English language are much more likely to advance their careers. In addition

to this, these studies have also demonstrated that a strong command of the English language will lead to higher paying jobs, more social mobility, and a great deal of social success.

No matter what career you choose, whether it is Engineering or History, having a powerful command of the English language will greatly increase your odds of success. Generally, your vocabulary will need to be equal to those who are in the same career field.

However, if you want to surpass your colleagues, and make yourself more marketable, you will need to increase your English skills, and make them superior to the other people who work in your field. While you may not realize it, people will judge you by the way you speak.

Role of British Council in Developing English Language Skills

The British Council is working with a range of UK and South Asian partners to support the development of 'English skills for employability'. In India, a three year programme funded by the European commission is providing English and soft skills training for young people looking for work in tourism, manufacturing and agro-processing. The programme is reaching 10,800 students in the two of the most marginalized districts in North India.

Teach India, a partnership with the corporate social responsibility wing of the Times of India, enables us to improve the English and soft skills of thousands of young students in two cities in India.

Partnerships with Sri Lanka's Institute of Tourism and Hotel Management, and its Department of Technical Education and Training.

There is a clear need and demand for English. But a first-hand understanding of how English can benefit individuals and nations would help skills sectors design policies and strategies that would provide better value for money. We hope that this research will help the UK and South Asia understand how they can work together to share knowledge, expertise and experience.

Tool for Employability

India too has contributed a good number of vocabularies to the modern English language and which have become a part of standard dictionaries.

As the private sector companies are gaining ground and becoming more competitive due to changed world economy, the employees are always kept on their toes. It is like either you work hard and show your performance or perish for not taking care of your professional growth. The ability to use a language efficiently is very much required to remain employable. What is employability? It is the ability to remain employable as a result of the relevant skills one possesses. Communication skills are very much essential for one's professional growth. The ability to express fluently in both written as well as oral form of language is very much essential for the career growth.

As it is stated above, English being the most commonly used language in the corporate world; the knowledge of English is one of the most important employability skills. Knowledge of English is much sought after in the corporate world. Proper English does not mean only the ability to make grammatically correct sentences. It means other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using that language.

Employability Skills

Communication means the exchange of information, ideas, feelings and thoughts. The type of communication which is used in the corporate world is business communication. It is not mere exchange of ideas. In the world of business the communication system is considered effective, only if there is some positive transaction. If the sender of information is just able to convey the message without any fruitful deal, then the communication is not effective.

A person is considered employable only when he gets the necessary qualification, experience, interest, learning attitude and expertise in the field where he wants to seek employment.

The content knowledge in the area of his choice is the primary requirement. The necessary experience, if not, the interest and the attitude to learn the job assignments are much sought after by the employers. A person has to remain employable throughout one's

career. Unless one is ready to update his knowledge in the field of work according to the ongoing changes and advancements, he lags behind from others and loses his job ultimately.

Effective communication includes the ability to communicate effectively in any language. Academicians and researchers are divided in their opinion on the question; is English required for successful business communication? Is it not possible to communicate effectively in regional languages and get the work done? Those who are in favour of English for effective communication would say that English is the official language in most of the companies in cities these days.

So, English is much required. But people who vote for regional languages for communication over English would rather say that English is not required as long as one communicates effectively to get the work done. The customers, for most of the products and services are people of a particular region where a local language is spoken. So what big deal in speaking in English to woo and impress them? After all, when it is a matter of money, people would rather concentrate on quality and service for the products than the customer care executive's ability to speak in English.

The reality is that the companies consider the candidate's ability or inability to speak fluently in English as one of the major selection criterion. The mere domain knowledge won't guarantee one a good job. The situation in most of the companies has changed from a scene where all employees are isolated and would concentrate on their individual performances.

'Team work for better successes' is the mantra followed by most companies. So there is no space for individual glory. Employees are expected to be interactive and communicative with others in the team and outside.

As we have multi-cultural and multi-linguistic work force in the companies, English is the language which connects people by default. It is the language used for official communication; whether it is meeting within or outside, presentations, training, conferences, letters, documents, reports etc. The purpose being people are expected to read, write, speak and understand English.

Communication in English

Communication takes place in two ways; verbal and non-verbal. Verbal communication takes place with the usage of words. Non-verbal communication means expression of ideas through gestures, eye contact, postures and body movements. It is not confined to any language. Verbal communication constitutes oral and written form of communication. Oral communication skills include the ability to speak effectively, listen actively and respond efficiently according to the situation. It helps in oral presentation, video conferencing, telephonic conversation, meeting, interviews etc.

Written communication skills means the ability to write effectively and it also includes the ability to read and understand the language used for communication. If a person is labeled as good communicator in English, he is supposed to be master in oral as well as written form of English.

There are a good number of people in rural as well as urban parts of India who are literate in regional language medium, but they are highly successful. The point to be made is that in the changed scenario of globalization, liberalization and free movement of people, more and more multinational companies are coming to India naturally English has gained importance as one of the basic requirement to be employable in the corporate sectors. If the companies don't build workforce who are fluent in English, then they remain confined to one particular regional level. They may lose contact with the rest of the world. If there is no common language to connect the workforce, it becomes difficult for any kind of communication and team work.

Corporate Expectations

As the ability to speak and write in English is considered very important by the recruiters at the time of recruitment, let us discuss the expectations of corporate world in this regard. Companies want people who can basically read and understand written words in the form of instructions, reports, letters, memos, notices and other any form of official documents.

The ability to express formal communication in oral as well as in written form is equally considered important by the prospective employers. As one moves higher in the

vertical direction in the organizational hierarchy, it becomes naturally necessary for an employee to be good presenter, negotiator, and convener of meetings. The mastery over English will help a person to conduct his duties efficiently. One of the important deficiencies found by the employers and recruiters in candidates for different jobs is the lack of oral as well as written communication skills.

Many candidates don't know how to answer to the point at the time of the interview and can't phrase a simple formal letter or report. It becomes a handicap for the candidates who have good domain knowledge. Interviewers will be in dilemma when they encounter such candidates who have technical expertise, but poor communicational skills in English. Left with no other choice they may take the candidate, but will make sure that they are groomed and trained properly. Employers would be happy to interview and recruit who have both communication skills in English and job skills. It lessens their burden of giving too much orientation training at the time of induction or on the job training.

English Language Training

Due to the emerging demand for communication skills in English and the remarkably poor level of English taught in the regional medium schools in India, the students constantly try to get outside help in the form of spoken English classes, training programs, and finishing schools. The number of such institutions is mushrooming due to the increasing market demand. But unfortunately many training centers don't have proper language teachers. So students don't get what they expect to get. But, whatever is the result of teaching; such institutes have become good money making entities.

These organizations survive on the sentiments and insecurity feeling of the regional language medium students. In order to cater to the demands of regional language medium students in their efforts to get good jobs in the corporate world, governments should bring changes in the English language syllabus at least in graduation level. The emphasis should be on functional English usage exercises. The syllabus should focus on practical oriented exercises and real life situations than mere study of literature. So the need of the hour is strengthening the English speaking ability of the present generation to have an edge over other developing countries.

Our BPO sector still has an edge over other countries due to the fact that Indians speak fairly better English compared to other non-native speakers of English. It applies to our IT as well as other related sectors too. The fact is that we have a large English speaking population, it makes easier for MNCs and foreign universities to do their business here. The knowledge of English is an important employability skill with in India and outside to be employed as well as to move higher in one's professional life.

Career Prospects

- **English Language Trainer**

The Growth and development of an employee in any organization is directly proportionate with his communication skills. Research tells that whatever one learns in the classroom only ten to fifteen percent of his technical knowledge is used in actual organizational contest and rest in his communication skills. As a recruiter, companies often face the problem of assessing a candidate's command over English language. Most of the organization is aware of this and they train their employees in communication skills in order to increase the productivity of the organization and better representation of the organization at national and international levels.

- **Teacher**

Teaching is a good option for an English language trainer as Technical Communication is a compulsory subject in all Engineering and Management Institutes. There the students are trained and prepared in communication skills to perform better in interview and group discussion for their placement. Since the growth of an institute is totally dependent on the job placement of its students, the role of an English language trainer becomes very crucial.

Conclusion

Thus in the last few years, thanks to jobs becoming global, the importance of English has reached manifold. It has over the years become an important medium of communication, both at the international and intra-national levels. The importance of spoken English is even more, because there are many cases where one knows his subject well, but fails to communicate it properly. The practice of spoken English, therefore, is quite essential for developing better career in learning English in a country where it is not a native language, opens a number of opportunities for the individuals. In today's corporate world, the need for effective communication has been recognized and accepted more than the technical

knowledge. The language of the corporate world is English. An individual can make strides in the management ladder if he/she can speak English fluently.

B. Nagia, M.A., M.Phil., Ph.D.
Assistant Professor
Department of English
SAC Women's College
Cumbum
Tamilnadu
India
nagiazulfic@gmail.com

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

A. Ponnammal, Ph.D. (Full Time) Research Scholar

=====

Abstract

The people of today's generation live in a technologically improved world, where they depend more upon electronic gadgets and internet, either at their work place or at their learning place. The potential of internet and innovations in technology have not left much for the teaching profession to influence the method of teaching. The younger generation involve themselves so much in the World Wide Web, either to learn or to be entertained. They want to socialize virtually. They are being educated and entertained through internet and social media. Moreover, English being the language of the internet, a need for acquiring English language skill is evolved. Talks are there, or complaints are there about the younger generation as to how they spend so much time in surfing the net and indulging themselves in social media. But, for a language teacher, this present attitude of the students brings forth an opportunity to teach the language and to allow the students to learn at their own pace. As there are abundant study materials found uploaded in many English Language Teaching websites and many social network pages for improving language skill, the students can be diverted to visit such websites. To make it more convenient, a teacher can select such sites and edit materials and can post in their social network pages. The optimum usage of the internet and the social network can be done effectively for the teaching of the English language. Thus the present study discusses the influence of the internet and the social media in the field of the English Language Teaching.

Key words: Internet, Social network, face book, writing skills, English Language Teaching

Introduction

Language in India www.languageinindia.com **ISSN 1930-2940 16:4 April 2016**

A. Ponnammal, Ph.D. (Full Time) Research Scholar

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

Communication is necessary for the transfer of information and knowledge. Written communication differs from oral communication. Our thoughts and ideas are put in a coherent order while we write, whereas our emotions and ideas are expressed spontaneously in speaking, caring not so much about grammar or word order. To excel in the modern globalised world, English writing is considered to be an essential skill for success. It becomes a strong belief of the experts that without certain knowledge of English speaking skills and English writing skills, career development is not possible, especially, if the concern has dealings with other English speaking countries.

Hence, it is highly recommended that English writing becomes a necessity for any global business person who wishes to advance his or her career in the global marketplace. For speaking English, there are so many informal educational centres to teach, guaranteeing fluency in a particular duration of time. But less hope is there for writing skill learners. Though courses like IELTS, and GRE aim at improving writing skills, it is only in an advanced level and people with basic writing skills can alone cope up with. In schools the students are taught English in a different manner which neither imparts creative nor efficient writing. They indulge in rote learning in order to memorize texts and notes. Creative writing or imaginative writing is not entertained since the teachers fear it may do them harm in scoring marks in the exams. But when they come to college, the students are placed in a different scenario. They have to prove their good writing skill, whether in submitting technical documents and science reports, or to submit their research papers written in a convincing manner. If a student is not skilled in the writing skill, he may fail in accomplishing his tasks. Therefore, it is the foremost duty of the English teacher to facilitate his/her students in the improvement of their writing skills.

“The initiatives for changing programs and pedagogy may come from within the profession - from teachers, administrators, theoreticians, and researchers” (Approaches and Methods in Language Teaching. p. 252). There are some factors that have influenced language teaching trends in the past and yet there are a lot to identify in the present or in future. “The potential of the Internet, the World Wide Web, and other computer faces and technological innovations are likely to capture the imagination of the teaching profession in the future as it has

in the past and will influence both the content and the form of instructional delivery in language teaching” (Approaches and Methods in Language Teaching. p. 253). Gone were the days when the teachers asked the students to prepare for writing tests by rote learning and were testing their memory power. Nowadays, even the students of middle schools surf the net for doing their project works and submitting their assignments. No more do the prescribed text books come in handy all the time. Hence the internet is more accessible to the students and while coming for higher studies, they obviously have a personal e-mail address and get connected with social networks.

Acquisition of Language Skills

The need of the hour being the acquiring of the language skill, and a wide range of study materials being available on the internet, both the demand of the students and the supply in the internet can be linked by a language teacher to cater to the needs of the students, even when they are out of their classrooms. Most of the students have accounts in any one of the social networks, and among them face book is the most familiar one. There they post, comment or write on the wall. There is a negative image about the social networks, that they spoil the language, allow the people to make errors in grammar, spelling, punctuation and also in sentence making. Matters get worse when people try to transliterate. But all these shortcomings can be overcome if the students are trained in a proper manner.

Today's college students, especially engineering college students are adept at using technology and communication methods. They can access network either through their personal computers or through their handsets.

Focus of This Study

For this study, the instructor opens a new face book page which almost acts another English class room - a class room away from the classroom. A set of forty students can be asked to open an account on Facebook. The students are grouped together by the instructor in his/her Facebook page. Every day the instructor posts lessons, shares links, and gives exercises. Students

are asked to comment and actively participate in the Facebook page in which an anxiety free learning occurs.

Method

The aim of this method is to take the students from the mechanics of basic sentence writing to the ability to construct a simple paragraph. The vocabulary and chapters have been planned chapter by chapter, from simple to more complex, and the lessons build on each other. The students' writing skills will probably be improved if they do the exercises, using the instructor's every day posts. Students have no fear of answering questions as they don't have any grading system here. The instructor silently observes the answers that all the students post without pointing out the mistakes. The correct answers are also posted by her at times. The students learn all the lessons taught at their own pace without much anxiety or tension.

Lessons

The lessons can be divided into five sections.

1. Reading and Comprehension
2. Mechanics of Writing
3. Grammar
4. Vocabulary and Spelling
5. Sentence Construction
6. Guided Composition
7. Free Composition
8. Puzzles and Games

Reading and Comprehension

Reading indicates a knowledge of the language. It gives the learner full control over words and patterns they read. Reading is a good source of self-education. Reading with understanding enables the students to be ready to answer the questions related to the text they read. While answering, they use the words and structures that were used in the text. Sometimes, they extract the main ideas to get answers. Reading comprehension test can help the students to

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

A. Ponnammal, Ph.D. (Full Time) Research Scholar

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

improve vocabulary, grammar and logical thought ability. Only a good reader can be a good writer. Hence at a primary level, passages should be given to the students for a thorough reading and questions can be asked, to check their understanding which is to be expressed through their answers. Students recognize how sentences are joined together to make paragraphs, how paragraphs form the passage and how this organization is signalled.

To give the students, pieces for reading, the instructor can outsource them from the internet. There are many websites like, www.myenglishpages.com, www.5minuteenglish.com, englishforeveryone.org, englishteststore.net, www.englishdaily626.com etc., which have exercises and worksheets for testing the students' reading and comprehending ability. Based on their level and interest, passages can be posted in the social network page, where the students are able to read it in a relaxed way. The students answer the questions after repeated reading, and take their own time to answer it.

Mechanics of Writing

It is necessary to teach the mechanics of writing to the students to help them from committing errors in punctuation and/or capitalization. Any mechanical errors are the result of taking a risk with more complex or original aspects of writing. Error-free writing is more important than just using good grammar. The mechanics of writing specify the established conventions for the words that are used in any documentation. Students can be posted some rules to be followed in punctuation and capitalization. Then exercises to test their understanding can also be shared. Students can also send their answers as a private message to the instructor. Later, the students will be given correct answers. This self-correction builds awareness of the mechanical rules of English and encourages careful writing.

<https://owl.english.purdue.edu/exercises/>

[writingcenter.baruch.cuny.edu/...](http://writingcenter.baruch.cuny.edu/)

There are quizzes for punctuation and capitalization in the following website.

www.wwnorton.com/college/english/write/writesite/.../punctuation.aspx

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

A. Ponnammal, Ph.D. (Full Time) Research Scholar

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

Grammar

Nobody ever had a dispute that the teaching of grammar is as important as the teaching of reading, writing or any other skill. The main objectives of teaching grammar are enumerated as follows:

- To develop students' insight into the structure of English language.
- To enable the students to assimilate the correct patterns of the language without rote memorization.
- To develop the mental abilities of reasoning and correct observation.
- To develop a scientific attitude in pupils towards the language.

Today, the grammar curriculum focuses on identification and recall of parts of speech on the basis of their forms and functions. Tenses, modals, word formations, prefixes and suffixes and compound words, different kinds of phrases, clauses, different kinds of sentences, transformation of sentences, punctuation and the like. "Under all these categories, the knowledge of rules is not insisted but the students should be able to do some exercises to strengthen their usage" (Teaching of English-pg.106).

www.englishgrammar.org/lessons/

www.talkenglish.com/grammar/grammar

www.englishgrammarssecrets.com

www.englishleap.com/grammar

Above are some of the English grammar websites, where we find lessons, exercises and work sheets, enclosing all types of grammar items, the present grammar syllabus focuses. Some of the grammar websites send us more grammar lessons personally to our mail, if we sign up with them. Likewise, posts of English Grammar-Facebook page can also be shared in our facebook pages so that all the students can view these, learn them leisurely.

Vocabulary and Spelling:

"From the point of view of vocabulary, there are two reasons why the learners are not able to say what they want to say. First, they may not know enough vocabulary; if this is the

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

A. Ponnammal, Ph.D. (Full Time) Research Scholar

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

case, then the teacher can work on ways of increasing their vocabulary, like using controlled activities and techniques for the receptive learning of vocabulary” (Teaching and learning vocabulary-p. 94).

Vocabulary

There are puzzles and word games to expand students' vocabulary and to focus attention on accurate spelling. The two types of words, 'structural words' and 'content words' can be taught through posting pictures on nouns, verbs, adjectives, prepositions and phrasal verbs.

www.englishgrammar.org/lessons can be registered to get lessons on grammar and work sheets.

Sentence Construction:

Exercises under this heading introduce some elements of free choice in writing. The students are given sentence parts, but they must put the sentence together in their own way.

www.eslprintables.com

www.sentenceplay.co.uk

Guided Composition

The main aim of composition is to communicate one's thought in an organized way. Hence, the teacher encourages the students to express their ideas in writing in an orderly and systematic way. It promotes various writing skills – describing, narrating, summarizing etc. When the real composition starts, students should concentrate on correct vocabulary, and structure. Subject matter may be strictly controlled in the early stage. Grammar, syntax, and mechanics of writing are to be stressed to help the students to develop composition skills.

Exercises for guided composition can be given as,

Writing from substitution table

Filling in the blanks

Arranging Jumbled words/sentences

Picture composition

Writing dialogues.

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

A. Ponnammal, Ph.D. (Full Time) Research Scholar

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

There are worksheets and activities found abundant in the following websites which can be shared in the Facebook page by the instructor for the students to do as their activity.

www.eslprintables.com

<https://en.islcollective.com/...worksheets...>

www.education.com/worksheets/writing...

Free Composition

“The ultimate aim of composition is to enable the pupils to arrange their own ideas in their own way - to choose their words to express their ideas freely. Hence the term “free composition”- H.Champion (Teaching of English- p. 204). From the five categories of free composition (Narrative, Story type, Reflective, Imaginative, and Literary writing), exercises can be given:

Paragraph writing

Paraphrasing

Letter writing

Application writing

Essay writing

Descriptive writing

Narrative writing

Story writing

Precise writing

Poetry writing

In this session, students are allowed to write of their own choice. They can write poems, short story, their personal experiences or some paragraphs on desired topics. Students can write on the wall and the friends in the group can comment on it. The instructor can also have a lively participation in it.

Puzzles and Games

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

A. Ponnammal, Ph.D. (Full Time) Research Scholar

Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students

Often the final section of a chapter is a game activity. There are puzzles and word games to expand student vocabulary and to focus attention on accurate spelling. Games provide an interesting way of learning any language. It develops self-confidence and skills. These sections are intended to bring some fun to the drudgery of spelling work. Successful manipulation of games goes a long way to improve the communications skills of students. There are games, puzzles and quizzes for testing vocabulary, grammar and other language skills.

www.manythings.org/vocabulary

iteslj.org/cw

www.learnenglish.de/gamespage.html

www.funenglishgames.com/wordgames...

and many more websites are there for training students with games and puzzles. Students enjoy the sharing of these pages and also learn out of it.

Conclusion

Social media is useful for sharing knowledge among learners. It can be an effective tool in enhancing student language learning if it is designed and used appropriately. Internet sources, widely seen all through the World Wide Web can be organized and shared in one single page to all the students at one single place. Social media or social network usually distracts the students' studies. But here the social network distracts the young pupils' chats and directs them to learn language in the fashion they like most.

=====

References

- English Language Teaching. Tamilnadu Textbook Corporation. Chennai.2008. p. 204 .
- I.S.P. Nation. Teaching and learning vocabulary. Foreign Language Teaching and Research Press, Beijing, 2004. p. 94.
- Richards Jack. C. & Theodore S. Rogers, Approaches and Methods in Language Teaching. United Kingdom. Cambridge University Press. 2014. Pp..252-253.
- Shaik Mowla, Teaching of English. New Delhi. Neelkamal Publications Pvt.Ltd. p.106.

A. Ponnammal, Ph.D. (Full Time) Research Scholar
Department of English
Alagappa Government Arts College
Karaikudi
Tamilnadu
India
paralags@yahoo.co.in

Challenges in Teaching English to the Heterogeneous Class in Professional Courses

A. Prema

=====

Abstract

English is integrated into professional courses to hone the communication skills of students to pursue their course successfully and excel in their chosen programme. Since professionals need communicative competence to be successful in their career. The language teacher in engineering colleges has a tremendous pedagogic challenge, to develop language skills among students with mixed abilities within a single classroom. As the students entering into professional courses after their 10+2 education, these have different levels of English language competency; their comprehension levels and language problems are all different. The teacher faces difficulty in teaching the language and fulfilling their specific linguistic needs like vocabulary development, writing skills, and speaking skills. This paper discusses the challenges faced by English language teachers in dealing with a heterogeneous class, especially, in professional colleges.

Keyword: Communication Skills, English Language Competency, Professional Courses

Introduction

A heterogeneous class is one that has different kinds of learners in it, different from a 'homogeneous' class, where the learners are similar. There is in fact no such thing as a 'homogeneous' class, since no two learners are really similar; and therefore all classes of more than one learner are in fact heterogeneous. Here, the class involves learners from different levels of linguistic and communicative competencies. Therefore, the task of an English teacher teaching especially at professional courses is challenging.

Why It's Heterogeneous?

In ancient times all learners used to be homogenous, belonging to the same race, caste, religion, gender and age in India. But the homogenous class gave way to the heterogeneous class, because of the following reasons.

Educational Policies

Education had been opened up to all castes and classes of India during the British period, and continued after the Indian Independence, as a political necessity. In the modern period, educational opportunities are opened to all men and women all over the world. With this people have realized the growing need of education and started to avail themselves of the newly available educational opportunities. As a result, the classrooms in India today, especially at engineering colleges consist of learners from various backgrounds, languages, castes, classes, cultures and religions belonging to every age group.

Migration

The second reason for the heterogeneous class is the constant mobility or migration of the people from one region of the country to another region for varied reasons. The modern man has become more and more mobile in search of better educational and employment opportunities. As a result, classrooms in the urban schools and colleges have begun to contain learners belonging to the regions and languages other than the local ones.

Choice of Language

Students have been given language choices at the school level in selecting the first language, the second language and the third language. Since English is the medium of instruction in engineering courses; many of the students have not had the English language as medium of instruction until they enter their professional courses.

Flexibility of Norms in Engineering Programme Admission

Though the medium of study in engineering courses is English, English language competency is not tested during admission. Admissions to the engineering colleges are mostly based on their grades during the higher secondary exams and later some entrance exams. They have never been tested on their communicative competence in English.

Challenges in Mixed Ability Classes

Mixed ability group in engineering colleges creates problem for both students and teachers. An English teacher has to meet the linguistic needs of all the learners to pursue their professional courses successfully and to increase their employability opportunities. Some of the problems of an English teacher in heterogeneous classes are seen in the following paragraphs.

Difference in Learning Style

Heterogeneous learner's preferences and learning styles are seen to be varied based on their language proficiency. Each student comes from a different origin, a different learning background, which stands as a barrier to meeting the needs of the students and ultimately it results in poor language acquisition. Though it is difficult for the teacher to know about each student and to follow what him/her during the lessons even in small classes, it is essential for teachers to monitor each and every student and to help them walk through their difficult learning areas in a variety of ways, to achieve effective teaching.

Text Book

Williams (1983: 251): "In situations where there is a shortage of trained teachers, language teaching is very closely tied to the textbook. (...) The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained (...). Textbooks take on a very important role in language classroom. Since most language textbooks are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due their individual differences." In the heterogeneous class some students may find the textbook monotonous, on the other hand some of them may find it interesting. Moreover, language teaching course materials are currently based on content-based or theme-based syllabi, some students may find the topics dull, strange, or meaningless, whereas others may find it enjoyable, familiar or interesting. So, it is the duty of the teacher to prepare and supply the materials accordingly.

Teaching Methodology

Language teaching has to be different from teaching other subjects. It needs a holistic and unique approach to instill in the learners the essential linguistic confidence to excel in

their career. Teachers are facing great difficulty in adopting a dynamic method to teach the heterogeneous learners, since their perception and understanding will be greatly varied based on their language proficiency.

Learners' Interest and Participation

In the teaching and learning process, attitudes and interests play a positive role. Without the eagerness or zeal of the learners, language attainment will not take place. Some students feel lessons are boring in the class, as the topic has no familiarity with their own life or their interests. Furthermore, some of the students may not be interested in the lesson, unless they do get a chance to express their own ideas, since the teacher talks too much during the lesson or the other students take many turns. Hence, teachers should be aware of the different interests of the students to organize and to arrange activities in accordance with the provision of the learner centric approach.

Discipline

The greatest challenge faced by the teacher in heterogeneous classroom in this digital era is discipline. Since their learning styles are different, it may lead to distraction from their assigned task. The bright students will always finish the tasks before the other students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand, cannot finish the tasks as quickly as the strong ones and may lose their confidence and/or show ill-mannered behaviour. Consequently, mixed abilities may result in classroom management problems and ineffective learning. It is the duty of the teacher to analyze the situation and employ a multi-dimensional approach to impart language skills.

Remedies

A congenial environment must be created with the advent of new technologies to fulfil the need of each and every student of a mixed ability classroom.

Positive guidelines, right direction and motivation can be the key factors in improving their linguistic competency.

Traditional teaching can be replaced with a collaborative and group learning activity.

A good rapport between a teacher and students must be created to transform the knowledge and skill from the teacher to the learners.

Conclusion

As language teachers we have to find innovative ways to inspire our students and get them **involved** in their task. It has been a challenging experience for the teachers of English language to tackle the problems in the non-homogeneous classrooms. It is the responsibility of language teachers to search out some solutions for the problems and help the learners to attain their goal.

References

- Harmer, J.1991. The Practice of English Language Teaching. Harlow: Longman
- Penny, Ur 2005. A course in Language Teaching. Cambridge: London.
- Srinivas Reddy, B. Pedagogic Challenges in English Language Teaching to Heterogeneous Class at Professional Courses in India-a study.
- Naryanan, R. How to Work Effectively with a Heterogeneous Classroom.
- Ghosh, R.N. et al. Introduction to English Language Teaching, Vol.3 Methods at the College Level, Madras: OUP, 1977
- [www.wits languageschool.com/.../Teaching-Tips](http://www.witslanguageschool.com/.../Teaching-Tips)
- [www.apaces/.../Penny_Ur- Teaching_Mixed-Ability classes.](http://www.apaces/.../Penny_Ur-Teaching_Mixed-Ability_classes)

A. Prema
Assistant Professor
Department of English
Erode Sengunthar Engineering College
Thudupathi
Erode 638 057
Tamilnadu
India
premansivam@gmail.com

Measuring L2 Learning Preferences through Ehrman and Leaver Learning Styles Questionnaire

Suvarna Ragini, Ph.D.

=====

Abstract

It is a challenge for teachers to accommodate the variability of students into their instructional strategies. As students differ in their interests, knowledge, skills and learning styles, teachers need to introduce a variety of instructional approaches and methods in their class. A single method of teaching cannot accommodate all students with different learning styles. Learning styles can be described as a set of factors, behaviors and attitudes that facilitate learning for an individual in a given situation. In this context, an attempt has been made to look at the learning styles preferred by the students using Ehrman and Leaver learning styles questionnaire. The questionnaire is an instrument specifically designed to measure L2 learning styles. It follows a self report format in which the student has to mark on a 9 point rating scale. The model has only one super-ordinate style dimension which consists of two poles on a continuum: **synopsis** and **ectasis**. The synoptic learner depends more on subconscious processing, whereas the ectenic learner needs conscious control over the learning process. The thirty items in the questionnaire helped the learners to create a profile and get to know more about their own learning styles preferences. As a result they became aware of their learning strengths and weaknesses which, the researcher believed would foster the right and positive learning behaviour in them.

Key words: learning preferences, continuum, synopsis and ectasis.

Introduction

As a teacher working with over 60 Engineering students I think it is a bit challenging to organize lessons everyday that support learning styles of all students. However, the eminent

educationists feel that students will learn better when the teachers use their (students') preferred learning styles to make them successful. Consequently, more students will succeed in their language learning endeavours. Learning styles are various approaches or ways of learning. They can be described as the way people absorb, process and retain information. Teachers can incorporate all the major learning styles suitable to cater to the learners' needs. It has been claimed that an understanding of learning styles will help teachers plan their teaching to include activities which will be in consonance with the different learning styles.

Ehrman and Leaver Learning Styles Questionnaire.

The questionnaire is an instrument specifically designed to measure L2 learning styles. It follows a self report format in which the student has to mark on a 9 point rating scale. The model has only one super ordinate style dimension which consists of two poles on a continuum: **synopsis** and **ectasis**. The synoptic learner depends more on subconscious processing whereas the ectenic learner needs conscious control over the learning process. The thirty items in the questionnaire do not reflect any innate quality one is born with. They refer to 'personal preferences'. These preferences are bipolar, representing a continuum from one extreme to the other and there is no value judgment attached to where a learner's style falls on this continuum.

According to Ehrman and Leaver the distinction in the continuum is based on the 'degree of conscious control of learning desired or needed'. Synopsis refers to the preferences to rely on a holistic perception of information, while 'ectasis' refers to the preference for relying on detail and system when processing new information. Synopsis is related to right hemisphere dominant learners, and ectasis to left hemisphere dominant learners. The ectasis-synopsis continuum is measured through ten subscales. The ten subscales are grounded in established learning styles.

Description of 10 Subscales

1. Field dependence – independence scale refers to the preference for selecting and prioritizing information vs. treating the whole context as the same.

2. Field sensitivity - insensitivity scale concerns the preference for considering materials in a context and an awareness of their position in the larger or broader context.
3. Random - Linear scale relates to how information is structured. The random learner follows an internally developed idiosyncratic order, while the sequential learner prefers a step by step externally provided order.
4. Global – Particular scale deals with the direction in which the learner prefers to process new material, either with a top down approach (getting the global picture), or with a bottom up approach (building up the picture through particular details).
5. Inductive – deductive: Inductive learners use details and facts to build hypotheses and then test them (from example to rule), while deductive learners start with hypotheses or rules and then apply them to examples (from rule to examples).
6. Synthetic – analytic: Synthetic learners prefer to use pieces of information to build up a new while analytic learners like to break down wholes into parts to understand their structure.
7. Analogue – digital – These styles differentiate between the ways in which learners look for deeper meanings in whatever they learn. While analogue learners like to focus on metaphors, analogies and conceptual links and their meanings. Digital learners tend to arrive at a surface (literal and logical) understanding of what they see or hear.
8. Concrete – Abstract – Concrete learners prefer direct concrete experience of the language content, while abstract learners tend to look for the rules or system underlying language rather than the actual language of communication.
9. Leveling – Sharpening scale concerns things like how people perceive, store and retrieve information. Levelers tend to rely on episodic memory and look for commonalities to form a generalized image, while sharpeners notice small details and difference and store them in long term memory.
10. Impulsive – Reflective – deals with the speed of processing of incoming information. Impulsive learners tend to respond rapidly, often giving gut reactions, while reflective learners prefer to think and reason out before they respond.

Methodology and Study Design

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Suvarna Ragini, Ph.D.

Measuring L2 Learning Preferences through Ehrman and Leaver Learning Styles Questionnaire

This study was conducted with sixty engineering first year students over a period of two weeks. Most of the students hail from rural background with an average proficiency level of learning. Their attention span was very less and they always resorted to rote learning to pass the impending examinations. During the previous years of learning they were rarely involved in any kind of activities in the class. In the present context they were supplied with copies of Ehrman & Leaver (E&L) construct which consisted of two poles on a continuum: synopsis and ectasis and 10 sub dimensions drawn on established styles. As a part of the present study they were asked to place their choice between these two poles from the numbers 1 to 9. The balance point is represented by the number **5**. For example, if a student likes writing much more than listening, s/he can mark in space 1, taking number 5 as the base point. This can be illustrated as follows:

I like writing

Most like this

X — — — — — — — —
1 2 3 4 5 6 7 8 9

I like listening

Most like this.

As the learner approaches closer to each pole in his/her preference, it means that he likes that item more and the opposite less. Neither end indicates more efficiency or success and both poles can be equally useful or dysfunctional.

In order to arrive at the learning style of the learner, the scoring pattern is followed like this. The totals from the questions 1, 11, 21 have to be added. If the score is between 1-15, the interpretation is that the learners are field dependent and between 16-30, field independent. The scoring system is followed in the same pattern taking the score for questions 2, 12, 22 and 3, 13, 23 and so on. When the scoring is completed, each pole will determine the overall tendencies of the learners either as synopsis or ectasis type. Learners with 5 learning styles in each pole are considered as balanced.

Discussion

The present model describes the learning style of a learner rather than measuring his/her ability because both poles can be equally beneficial or flawed. The ten dimensions in the E & L

construct are measured through the Ehrman and Leaver learning style Questionnaire. There were thirty items in the questionnaire that helped the learners to find out their preferences, creating the synoptic-ectenic construct. Thus the learner could create a profile and get to know more about his/her own learning style preferences. In this context the researcher believes that the learner would become aware of his/her learning strengths and weaknesses which will foster the right and positive learning behaviour.

Conclusion

The E & L construct was an identifiable method of interacting with, taking in and processing information which suits the learner best. The ways students like learning are by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, responding steadily and in fits and starts. On the whole it refers to their preferred ways of learning, synoptic learners with a sub-conscious learning methods like learning intuitively, while the ecstatic learners improved when they exercised conscious control over their learning.

The present study helped me realize that the learners have various preferences of learning though they belong to the same class. If the teachers take different learning styles into account, students will learn better when using style preferences in which they are successful and consequently more students will succeed in their language learning efforts. Overall, the use of the above questionnaire was really effective in making one aware of one's strong preferred learning styles. The findings of the study provided a huge learning experience in ascertaining the learning styles of the learners.

=====

References

- Dornyei, Zoltan (1995). *The psychology of the Language Learner Individual Differences in Second Language Acquisition*. New York: Lawrence Erlbaum Associates
- Ellis R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Suvarna Ragini, Ph.D.

Measuring L2 Learning Preferences through Ehrman and Leaver Learning Styles Questionnaire

Skehan, P. (1998). A Cognitive Approach to Language Learning. Oxford: Oxford University Press.

Dr. Ch. Suvarna Ragini
Assistant Professor (English)
Chaitanya Bharathi Institute of Technology
Gandipet
Hyderabad 500 075
Telangana
India
swarnaragini@rediffmail.com

Breaking the Barriers of Limited Vocabulary through E-Learning

**A. Rajalakshmi, M.A., M. Phil, (Ph.D.), SET
Dr. K. M. Sumathi, M.A, Ph.D.**

=====

Abstract

English is the most widely spoken language across the world and this language has the credit of having more second-language speakers than all other languages. The British council has the statistical evidence that at least one billion people in the world speak in English and about 300 million people use English as their medium of instruction. Our nation has in its makeup an integration of many rural villages; despite the advent of science and technological developments and economic reforms, most of the villages of our country are deprived of basic facilities, including education. In many of our educational institutions, knowledge is imparted only in vernacular languages and hence, the students unconsciously develop an aversion towards English; so, even after their higher education, they lack confidence to converse and communicate in English. The remedial measures taken at college / school levels are all in vein. It is proposed to provide solution to this ever-growing problem through e-learning. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. It is a progressive language. It is dynamic and flexible. Over and above, English is universally renowned for its power of expression and its rich literature. Education has been the primary factor in the more formal transmission of English around the world. In present times, English is the most preferred language. This paper explains the design and implementation of e-learning based vocabulary building tool.

Keyword: Village schools, English language, E-learning, vocabulary building tool

Introduction

English by itself has evolved as the dominant universal language due to various social, economical, historical and political reasons. E-learning technologies provide interactive environment to the learners to control the content of learning sequence, pace of learning and so on, based on the learner's knowledge level. E-learning tools can flexibly be tailored according to the learning ability of the target learners. These features can be explored and exploited to build the vocabulary of the college students from rural pockets. As globalization is the order of the day, it has opened up many avenues for overseas education, employment, business etc., as expertise in English is considered to be the primary requirement than that of subject / area of specialization. In this context, in order to compete with contemporary talents inland / overseas, our Indian education system has a well-structured curriculum for English communication skills. The students of rural and semi-urban areas in India lack English communication skills because English is not their mother-tongue. Learning tools are devised and tailored as per the requirements, in the vernacular languages from school education to higher education. In the era of information technology, where computers have evolved as a powerful and effective means of e-learning, with the support of advanced technological development in multimedia and the supporting operating system, any e-learning tool can be deployed with the least difficulty.

Limited Vocabulary

Only a limited number of words are used even by the most educated community. In order to have an effective communicative skill, one should necessarily have good vocabulary. Unfortunately, Indian rural students are not aware of the importance of building vocabulary skills and hence there is a growing demand to devise a remedial mechanism, especially for this issue. Thanks to the internet, an evolutionary outcome of computer revolution. The power of the internet has broken the barriers across the world and has shrunk the entire world, as a global village. This powerful internet has a feature namely e-learning, which is a technological endeavor for virtual learning and teaching. Learning a second language means acquiring a system of rules, but just as very little is known about these rules, even less is known about how such rule systems are acquired.

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

A. Rajalakshmi, M.A., M. Phil, (Ph.D.), SET and Dr. K. M. Sumathi, M.A, Ph.D.

Breaking the Barriers of Limited Vocabulary through E-Learning

Students find themselves unable to express themselves in English. The vocabulary of the rural-based students is very low. The students are familiar with a handful of vocabulary, which is evident from their formal or informal conversations.

Students from Rural Areas

Students of the rural areas do not realize the importance of English as a language of communication whereas this is the most important aspect of this global language. They lack confidence to speak and express themselves in English. First reason is that they have been taught English through Grammar-Translation Method. This method makes them dependent on their mother tongue, as whatever they read and write they consciously and /or unconsciously translate it into their own vernacular. To tackle the problem of lack of vocabulary in the students, productive and receptive use of words, should be kept in mind. To begin with, the students should be made to learn simple words. This will help in inculcating a habit of learning new words over a course of time. The newly learnt words will become a part of their own vocabulary; sooner or later and they will be in a position to use those words, while speaking and writing. This enhancement of vocabulary will result in knowledge building. The common errors made by the students in the different usages of the same word can be cured by this technique. Normally, the students cannot differentiate between noun and verb, adjective or adverb. They should be clearly guided about the difference between the parts of speech by practice.

Proposed Methodology

We propose here a methodology and mechanism of improving the vocabulary skills for rural college students. This proposed e-learning package has three modules, Beginners, Intermediate and Expert. The learner may choose any one among the three choices based on his / her level. In the first level, the learner can learn a minimum of five words per day with meaning, pronunciation and usage. The students can learn the words and once they are familiar with those words, they may test their expertise by taking a test, for which scores are given at the end. For the other two levels, the number of words per day is given as 15 and 25 respectively. Hence the proposed e-learning tool would

definitely be a boon for rural college students / rural community to enhance their vocabulary skills.

The e-vocabulary builder may have three levels: Level1, Level2, Level3 as Easy, Intermediate, and Hard. Each level has five days working out and each day has five words with Spelling, Meaning, Pronunciation and Usage in a sentence. This package is developed in HTML using a Pentium IV processor in the computer. The students can learn from these exercises and they can also strengthen their vocabulary. It will help in breaking the monotonous routine of learning in the classroom environment. Regular tests can be held to evaluate the progress of the students. The students are free to learn the words at their own place and hence it is ideal from slow learners to fast learners as a part of ICT scheme by government of India, each panchayat is provided with a computer in which this can be deployed and utilized in schools and colleges. This may be introduced as a self learning scheme. The vocabulary drills can help them to understand the usage of words in the text books and to overcome Logophobia or Verbophobia.

Conclusion

When the students have practised different uses of words and have developed a habit of reading, they can avoid the common errors of Translations. Simple usage of words will become a part of their speech only when they are exposed to deliver a speech and express their own ideas. The zeal for learning will help them in their own advancement. The e-vocabulary builder would definitely be a successful self-learning tool, especially for rural students. As a pilot study this was tested as paper – pen model and was proved to be promising. Hence, this e-learning package will supplement the efforts of vocabulary building, especially for rural students.

=====

A. Rajalakshmi, M.A., M. Phil, (Ph.D.), SET
Assistant Professor
Mother Teresa Women's University
Kodaikanal
Tamilnadu
India
rajalakshmi.alagumalai@gmail.com

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

A. Rajalakshmi, M.A., M. Phil, (Ph.D.), SET and Dr. K. M. Sumathi, M.A, Ph.D.
Breaking the Barriers of Limited Vocabulary through E-Learning

Dr. K. M. Sumathi, M.A., Ph.D.
Assistant Professor in English
M. V. Muthaiah.Government Arts College (W),
Dindigul
Tamilnadu
India

Efficient Second Language Learning in Mixed Ability Classes

Dr. V. Ramkumar
R. Vani, M.A., M.Phil.

=====

Abstract

The term, *Mixed ability* or *heterogeneous* classes, is used to describe the class which comprises of students with different levels of understanding. It's a well-known fact that any two learners having exactly the same learning needs is not possible. All the classes are to some extent made up of learners who differ in many ways- strengths, weaknesses and approaches to learning. They may respond differently to various teaching methods and classroom situations. In order to be accessible to meet individual needs within a class, teachers have to find ways to meet them in the same frequency in the aspects of teaching. To achieve this, they have to find ways of managing the classroom (learners, resources, tasks, relationships, responsibilities, etc.) that create opportunities for working closely with individuals or small groups of learners. In this article, we focus on mixed ability factors, the problems with and advantages of teaching mixed ability classes as well as strategies for teachers who are managing mixed ability classes.

Key words: mixed ability, heterogeneous, advantages and disadvantages of mixed ability classes.

Introduction

In the present scenario, managing mixed ability classes is a very common problem. Most language classes contain students of mixed abilities. This happens for a number of reasons- mainly because of learning styles, different learning speeds, variations in motivation and often as a result of logistic decisions. The teacher has to tackle the problem of how to meet the needs of everyone in the class. Naturally, this is not easy to solve and it would be wrong to suggest that there are any simple solutions. In this paper, we would like to come out with some information about mixed ability English language classes and some activities which would help to come out with best results.

An Overview

In these classes, it's important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them! For

example, the beginners may begin to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use.

A fundamental step to rectify this phenomenon starts from the class room itself. It should be discussed inside the classroom and it should be handled as a normal situation that the class as a whole has to deal with. This is probably best done in the mother tongue of the students. Most of the solutions to the problem depend on cooperation among the members of the class. So, it is essential to stress the need for teamwork and use English whenever possible in classroom communication.

Issues with Mixed Ability Classes

It is well known that every student has a different way of learning and learns and progresses at different speeds. Thus, while some students may find the learning task easy to complete, others may find it difficult to understand. Learning also depends on what students have brought with them into class. Since each student comes from a different family, a different environment and/or a different nation, the multi-cultural population of the classroom may be an obstacle for the teachers in reaching the students, which eventually results in ineffective learning. Moreover, although it is quite difficult for the teacher to know about each student and to follow what each one does during the lessons even in small classes, it is important for teachers to monitor each and every student and to reach their needs in a variety of ways to achieve effective teaching.

Since most language textbooks are designed for an ideal homogeneous classroom environment, teachers must understand that students react to the textbook differently due their individual differences. Some students may find the textbook tedious and difficult, whereas some students may find it engaging and simple to read. In addition, as language teaching course materials are currently based on content-based or theme-based syllabi, some students may find the topics dull, strange, or meaningless; whereas others find it enjoyable, familiar or interesting. Therefore, it is usually necessary for the teacher to evaluate and adapt the materials according to his/her class.

Since the classroom is the first and only environment for many foreign language learners, they should use this chance as much as possible. However, some of the students find it difficult to speak in the target language for many reasons ranging from interest to confidence, from age to knowledge. Other students, however, would like to express everything they think or feel by using the new language. As a result, some students may take turns, while others do not speak for the entire lesson.

Interest problems may arise due to the differences among students in terms of their attitude towards the subject matter and/or the teacher; their knowledge of language; and their personality. For instance, some students may find lessons boring, as the topic has no familiarity with their own life or their interests. Furthermore, some of the students may not be interested in the lesson, unless they do get the chance to express their own ideas since the teacher talks too much during the lesson or the other students take many turns. Hence, teachers should be aware of the different interests of the students to organize and to arrange activities accordingly.

Often the advanced students finish the tasks given before other students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand, cannot finish the tasks as quickly as the strong ones and may lose their confidence and/or show ill-disciplined behaviour for a variety of reasons related. Consequently, mixed abilities may result in classroom management problems.

Benefits of Mixed Ability Classes

In a whole class approach, mixed ability classes allow the opportunity to accept, discuss and listen to others' diverse perspectives. Mixed classes are useful for topic introduction, general direction, read-aloud, closure and team building.

With mixed readiness classes, advanced students can experience the satisfaction of helping less-able learners and modelling more complex ideas. This practice may build confidence in the advanced students as tasks require simpler skills.

Similar readiness work in small groups can assist in matching pace with students. Above grade-level materials can be used so in-depth content is developed. Advanced students can challenge each other in a comfortable environment as they share their expertise. This group work incorporates more abstract or complex ideas to expand the student's knowledge further.

Individual work in ability classes allows for appropriate pace and level. Individual interests and ideas can be pursued and a greater diversity of responses can be achieved.

Classroom Management with Mixed Ability Groups **Setting Goals**

It is important to share the goal of each lesson with students. This could be written on the board beside the date. It lets students know why they are there and what they are working towards. It

is a good idea to remind students about their goal during the lesson so that they can take note of their progress. At the end of the lesson students should be asked to check if they have achieved this goal. The goals can be different for each student, depending on their level, but realising the goals will give the same sense of achievement to all. Students could test each other then the teacher could ask for thumbs up from all the students who feel they have achieved something in the lesson.

Grouping

It may seem contradictory to suggest that you group stronger students together and also suggest that you group weak with strong. However, depending on the task and the class dynamics we think there are usually opportunities for both types of grouping. It's a good idea to experiment with mixing up the strong and weak students whilst also giving time for stronger students to work together so they work to their full potential.

Giving Instructions

Giving clear instructions is vital for weaker students to be able to follow the class. Use hand gestures as well as words to explain the tasks and use stronger students to check back the instructions and even explain the task in their own language if necessary.

Error correction

Stronger students can probably stand more correction. Don't over correct weak students as it will affect their confidence. Encourage students to correct one another and demand a higher level of accuracy from the stronger students.

Interaction with individuals and groups

We have to interact with students by sharing with learners some of the responsibility for lesson planning and learning and helping learners to develop and use independent, collaborative and problem-solving skills. We have to organise tasks and activities in ways that are compatible with the partnership approach, developing and organising resources in ways that facilitate the partnership approach.

Regular feedback must be collected from the learners.

Making Changes

Teachers are understandably afraid of 'throwing out the baby with the bathwater'. How can you know if any change you make is going to work any better than what you were doing before? Here are some ways of reducing the risk:

Take small steps - Take one step at a time, and prepare the students well. So that they are not upset by unexpected changes to usual practice.

Add breadth and enrichment - Maintain the existing regime for the time being. But experiment with additions and alterations to one or two activities with a view to widening their sensory scope.

Offer choices - Begin to offer choices, allowing students to choose whichever way seems to work best for them. Again, this begins to involve students in thinking about learning and encourages them to take on some of the responsibility.

Start with one unit - Pick out for your experiment a theme or unit of work which seems to be particularly difficult to teach successfully. If it works, you know that success is due to the change in approach, and that will give you the confidence to experiment further.

Conclusion

Every class can be described as a mixed ability class as it is made up of learners who are different in terms of their knowledge and ability. This article aimed to outline mixed ability factors and the advantages and problems associated with teaching mixed ability classes. Studies have shown that teachers who view their learners' differences in a positive way and embrace strategies for teaching mixed ability classes are better equipped to teach in mixed ability classroom contexts. Teachers often lack sufficient knowledge of strategies to use in the classroom to cater for a wide range of ability. Setting reduces the range of ability in the class but does not remove the fact that all students have individual needs and learning preferences. More staff training is needed to inform teachers about catering for the different learning styles. Using apt methods can help teachers provide challenging differentiated work and reap the social and academic benefits. Students need to be taught how to take responsibility for their own learning.

References

Bremner, S. (2008) Teaching a Mixed Ability Class.

<http://www.languageswithoutlimits.co.uk/resources/SBremner.pdf> [Accessed 20 May 2011]

Hess, N. (2001) Teaching Large Multilevel Classes. Cambridge: Cambridge University Press.

Richmond Publishing, Teaching a mixed ability class.

http://www.richmondelt.com/international/resources/handbooks_for_teachers.htm [Accessed 20 May 2011]

Šimanová, A. (2010) Dealing with Mixed Ability Classes.

http://is.muni.cz/th/104237/pedf_m/?lang=en;id=183114 [Accessed 20 May 2011]

=====

Dr. V. Ramkumar, M.A., Ph.D.

Assistant Professor

Department of English

Theni Kammavar Sangam College of Technology

Theni 625 534

Tamilnadu

India

drvramvani@gmail.com

R. Vani, M.A., M.Phil.

Assistant Professor

Department of English

Theni Kammavar Sangam College of Technology

Theni 625 534

Tamilnadu

India

drvramvani@gmail.com

Communicative Approach in Teaching English as L2: An Overview

D. Renukadevi

=====

Abstract

In the long history of language learning, especially in the case of learning English as L2, educationalists have been tirelessly trying to explore more and more practical approaches that range from conventional methods like Grammar translation method, Direct method, Situational Language Teaching and so on, to the latest mode of communicative approach. The conventional teaching methods - the unsuccessful results of the earlier language theories, were proved to be ineffective, because it was felt that the learners were passive and the teaching-learning process was mechanical, in all those methods. Hence during the 1960s, a new trend of language teaching called Communicative Language Teaching pushed its way into classrooms and has been widely acclaimed by educationists so far. The present paper glimpses briefly the emergence of the learner-friendly, Communicative Approach in teaching English as L2 and its scope and focus in making teaching-learning a great success in modern Indian classrooms.

Keywords: Communicative Approach, its principles, focus, the roles of teacher in CLT, Communicative Language Teaching

Introduction

The communicative language teaching (CLT) approach is currently one of the most popular methods in the teaching field. It is an approach in which the focus is mainly on communication and developing students "ability to express their thoughts and ideas in an effective way. In order to achieve this goal, CLT helps the students use the target language (L2) in a variety of contexts and situations. Its primary focus is on helping learners create meaningful communication rather than forcing them to imbibe the syntax of the foreign language. Undoubtedly, the ability to learn a non-native language is determined by the pace with which the

learners have developed communicative competence. This term CLT refers to the teaching approach to extract the learner's ability in applying his/ her knowledge of the language to communicate effectively. The acquisition of communicative competence lies in knowing how to use/handle the language, in different contexts in a very practical way, both in formal and informal settings. This can be achieved through the use of communication strategies specially followed in CLT and also by means of the various classroom activities that naturally induce real communication.

Communicative Approach: A Brief Look at Its Emergence

Communicative Language Teaching (CLT) which focuses on the semantic aspects of the language and fluency in the target language acquisition is defined by many writers (Cannale, 1983; Cook, 1991; Littlewood, 1981; O'Malley and Chamot, 1990; Richards and Rodgers 2001; Rivers, 1987). Communicative Language Teaching is a “hybrid approach to language teaching, essentially “progressive” rather than “traditional”... (Wright, 2000). It is based on the theory that the principal function of language learning is communication. Hence the most fundamental principles of communicative approach is to make the learners engage in real-life situations that necessitate communication to attain ease in oral expression as well as accuracy in linguistic aspects. So its primary goal is for learners to develop “communicative competence” (Hymes, 1971).

The following are levels of objectives in a communicative approach (Piepho, 1981):

- ☐ an integrative and content level, when language is considered as a means of expression;
- ☐ a linguistic and instrumental level, when language is considered as a semiotic system and an object of learning;
- ☐ an affective level of interpersonal relationships and conduct, when language is considered as a means of expressing values and judgments about oneself and others;
- ☐ a level of individual learning needs (remedial learning based on error analysis);
- ☐ a general educational level of extra-linguistic goals (when language learning is within the school curriculum).

The Focus of Communicative Approach in L2 Teaching

It has become widely accepted that communicative competence can be exclusively acquired through the influence of communicative language teaching. Communicative competence, the targeted outcome of communicative approach, includes the following aspects of language knowledge:

- ☐ Using language for a range of different purposes and functions
- ☐ Varying the use of language according to the setting and the participants
- ☐ Producing and understanding different types of texts
- ☐ Maintaining /managing with the communication even with limited language knowledge

The principle of Communicative Language Teaching is quite different from other approaches. It focuses on:

- ☐ real communication to promote learning
- ☐ providing meaningful tasks to promote complete learning

Hence CLT is viewed as the best approach for teaching, with a clearly defined set of classroom practices. The main five features of CLT (David Nunan's (1991) are:

- ☐ An emphasis on oral communication through interaction in the target language.
- ☐ The conversion of language texts into the learning ideologies.
- ☐ Providing more space for learners to focus on the learning process.
- ☐ An enhancement of the learners' own personal experiences as essential contributing elements to classroom learning.
- ☐ An attempt to link classroom language learning with language activities outside the classroom.

Thus in CLT, any teaching ideology that helps students develop their communicative competence in a realistic framework is an acceptable and beneficial form of instruction. Hence,

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

D. Renukadevi

Communicative Approach in Teaching English as L2: An Overview

activities like pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as careful use of grammar and pronunciation-focused activities are practiced in a classroom of CLT.

The Transformation Needed in a CLT Teacher

In CLT, the teacher keeps the students engaged in nonstop communication when they perform various single/group activities, which are carefully prepared by him/her. By this method, unintentional learning of the language, its vocabulary and simultaneous use of it in varied situations is highly possible. Here, the teacher has to provide the students with examples of how each activity can be performed and during the activity, he/she needs to direct them in the right way to hit the objective in learning and facilitating them whenever required. Also, as a partaker, the teacher takes the role of an active participant in each learning group and thus leads the learners' group with proper guidance. When the teacher becomes part of the group, the dominance of the teacher is avoided and the learners feel much ease in learning. Also, in CLT approach the teacher determines and responds to learners' language needs and thus making learners aware of meticulous use of language structures throughout the ongoing language activity.

Conclusion

The modern communicative approach makes the students speak the L2 with much more interest and enthusiasm than the previous conventional methods do. Rather than memorizing mechanically the grammar rules, the learner finds the communicative approach more comfortable to use the target language in semi-authentic contexts. In this approach, the activities followed pave the way to facilitate their language learning outside the classroom. It is quite obvious through experiences and evidences, that increase in fluency is the ultimate outcome of communicative language teaching. The approach also leads to the acquisition of grammatical, sociolinguistic, and communicative competence through the interactive activities. This enables the learners to be more confident when communicating with other people both in formal and informal settings in real life situations and thus this CLT approach draws the most expected outcome of any language learning which is the fluency, from the L2 learner.

References

1. Littlewood, W. (1981). Communicative Language Teaching. Cambridge: Cambridge University Press.
2. Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. New York: Prentice-Hall.
3. Daisy, Communicative Language Teaching - a comprehensive approach to English Language, Language in India Feb 2012, vol. 12 issue 2, p. 249.
4. Simhachalam Thamarana ,A Critical Overview of Communicative Language Teaching,International Journal of English Language, Literature and Humanities 07/2015; 5):90-100
5. Samuel Oviedo, Copy of Teaching Methods,12 Teaching Methods, 17 May 2014
6. Jack C. Richards, Communicative Language Teaching Today, Cambridge Univ. Press, 2006.
7. https://en.wikipedia.org/wiki/Communicative_language_teaching
8. <https://prezi.com/k59l8nyf4xx3/copy-of-teaching-methods/>
9. <https://www.linkedin.com/pulse/which-best-describes-you-ii-teaching-method-h%C3%A8ctor-alsinet-rodr%C3%ADguez?articleId=6044090579921436672>

D. Renukadevi
Assistant Professor
Department of English,
Erode Sengunthar Engineering College
Thudupathi
Erode 638 057
Tamilnadu
India
renukarkm@gmail.com

Developing Speaking Skills in English as a Second Language for Employability

M. H. S. Sabahath Sabina, M.A., M.Phil.

Abstract

Communication is the life blood of social as well as corporate world. Communication is the existence of each individual. Now-a- days a demand for good communication skills in English is growing around the world for both teaching and learning. Knowing English opens jobs opportunities in many countries and markets. To achieve success in one's career, it is essential to acquire an ability to speak English effectively and fluently. Proficiency in English makes one person, confident, self-sufficient, courage which is the need of contemporary society. Today English is an inevitable factor in all the fields. We cannot deny the fact that English is the tool of empowerment for employability, because for employability, this language is a gem of all the fields of business world. Whether it is a software company, engineering, medical science, education, humanities, etc., everywhere their process starts in English. There are two aspects of communication in organization. One, the development and maintenance of a communication pattern to ensure harmonious relationship among the employees and two, the use of technology to secure effective flow of information from one city or country to another. Thus the role of English in the professional world is still dominant and we have therefore focused our attention on the conventions of communication in English followed in India.

Key words: English as a second language, employability, competence in English

Introduction

Today the world and our country in particular is witnessing a third industrial revolution, namely, communication revolution. In global world the importance of English cannot be denied and ignored since English is most common language spoken anywhere. In the international commercial sphere English has become *Lingua-Franca* of the business world. With the help developing technology English has been playing major

role in many sectors including medicine, engineering and education, which is the most important arena where English is needed. Consequently, English should be the medium of instruction in all universities, because it helps students to find a high quality jobs.

In business life the most important common language is obviously English. In addition to this, especially, high-quality jobs need good understanding ability and speaking in English. In other words, those who know English are able to be more efficient in his jobs because he can use the information from the foreign sources and web sites. In addition, many high-quality jobs are related with international communication and world-wide data-sharing. So English has been the common world-wide language, and it will be in the future, for this reason, new gadgets and technology, modernization of the developing world, one should know English whatever age they are in.

People used to get jobs if they possessed expertise in their respective fields but in the current era the specific skills should be complemented with communication skills. The need for giving emphasis on the English communication development is of utmost play a vital in the present scenario. This paper aims to highlight the importance of English in the multiple sectors which finally caters to the need of employability.

Standard English as a Key for Unlocking Development Opportunities

The role that English plays in facilitating access to information and to development opportunities is well recognized. In the last few years, thanks to jobs becoming global, the importance of English has increased manifold. It has over years become an important medium of communication, both at International and Intra-national levels. The importance of spoken English is even more, because there are many cases where one knows his subject well, but fails to communicate it properly. The practice of spoken English, therefore, is quite essential. Learning English in a country where it is not a native language, opens a number of opportunities for the individual. In today's corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. The language of corporate world is English.

The pronunciation of Indian English varies from other countries. According to our view British English was considered as standard English. But the strength of American

economy, its advancement in science and technology, its power over other countries and the emergence and the popularity of e-language, American English is largely followed by the tech savvy countries which are dependent on technologies. But, those who can speak good English will probably get the good job opportunities. Depending on one's impression, a number door can open.

English is a Tool for Employability

Language skills are an essential tool in the job market and it has been given the task of acting as a 'link' or neutral language. In this present trend the English language confronts its citizenship with new choices, opportunities challenges due to the all-pervading technology into all spheres of life. The need of the day is to equip people with proficiency in the English language and this is possible only with a proper blend of edification and modern technologies. English being most commonly used language in the corporate world; the knowledge of English is much sought after in the corporate world. It is one of the most spoken common languages between different cultures and also the language of technology, industry, administration, commerce and trade. Also official language in corporate world is English. It becomes so important because it is followed by all developed and developing countries. English language is the only gateway to enter into the world of science, knowledge, economy and culture.

Good English Means Good Chance!

The spread of English has posed a "serious challenge" to non-English speaking countries. To face this challenge people of non-native English countries increasingly learn English for work purpose. Proficiency in English plays an influential role in career opportunities with higher earnings. This paper aims to present the scenario of whether good English skills could bring better opportunities for employees in the job market. Surprisingly, despite the varied levels of successes and levels of English proficiency, all believe better English yield better employment.

Effective Communication Skills in English

Effective communication skills included oral skills for public speaking, presentations, negotiating, conflict resolutions, knowledge-sharing; writing skills for preparing reports, proposals, instruction manuals, writing memos, notices, official correspondence etc., quality

jobs depends as much on knowledge of the respective subject as on good communication skills. Proficiency in English has deep influence on job market, especially in a country where English is the main language of the host countries. Studies have also established that across a wide range of settings, English language fluency is associated with higher salary. English language aptitude works as one of the important determining factors to get a job and get other advantages in employment market. To that extent, English language fluency has been considered as human capital. English skills widely vary, and such variety is often reflected in job secure. The objective of this paper therefore, is to find out how perceive and interpret the importance of English language proficiency in terms of its articulation with individual trajectories in the work place.

How to Develop Speaking Skills

In this present stage, the most important thing for all students and graduates is to follow the development in technology. For this reason, they have to learn common language. Certainly, they should not lose their interest on communicating with the world. However, some of the students cannot obtain English education in their universities. Unfortunately, they may lose their communication with world- wide subjects and topics. To prevent these people from lacking of speaking English, universities' administration will provide English education to them.

Effective communication skills are fundamental to success in many jobs require strong communication skills and socially people with improved communication skills usually enjoy better interpersonal relationships with friends and family.

Seven Ways to Develop Communication Skills

- Practice where you can, when you can.
- Build your confidence level high when you are speaking.
- Try to experiment with the English you know.
- Try to respond to what people say to you.
- Try not to translate.
- Don't speak too fast.
- Try to become less hesitant and more confident.

English as Language Plays a Vital Role in Shaping One's Personality

Starting from academia to industry the necessity of English is inevitable. The need of the hour is to have certain modifications in the education system which will address the needs of changing economy and take suitable measures at providing mandatory training in communicative English with a view to have the youngsters gainfully.

The more knowledge we get, we grow and develop more in life. The first purpose of getting good knowledge in English is being successful in personality development and professional life.

It is true that there are many factors that contribute to the development and shaping of a personality, like heredity, environment, child reading, gender differences and in some cases some unique situations. But communication skills play a vital role in developing one's personality. Communication is a deliberate transfer of knowledge. It can be called a very dynamic process to interact with the internal or the external world. Personality is the sum of total of the ways which an individual reacts to and with other. So, communication skill is a medium upon which anyone's personality is reflected.

In every aspect of our life a good personality holds a great value. Whether you are a budding professional, an established career person, or perhaps a home-maker, it is something that will help you develop and maintain solid relationships with others.

Conclusion

"The limits of my language are the limits of my universe" -- Austrian philosopher - Ludwig Wittgenstein.

Language, indeed, is an essential capital and English, as the language of globalization, is the most important linguistic capital in today's technology world where sound skills in English work as a vehicle to sound opportunities and economic benefits in career track. Proficiency in English is an important factor in career trajectory in an English speaking scenario. This study did not consider others factors such as age, educational qualifications, gender, training, individual attributes and visa categories in employment curve. English communication today, learners could never be prepared with knowledge of all the cultures they are likely to encounter through English.

It is widely accepted that having knowledge of a second language or learning a new one can really open up personal opportunities, particularly within employment and business. Bilingualism is a really useful skill to have in the global job-market and being in fluent in English language can be a gateway to a better future.

M. H. S. Sabahath Sabina, M.A., M.Phil.
Head, Department of English
SAC Women's College
Cumbum
Tamilnadu
India
sabahath1979@gmail.com

An Efficacy of Personal Learning Environment (PLE) Tools among Digital Immigrants and Digital Natives in English Classes

S. Sangeetha, M.A., B.Ed., M.Phil., SET., Ph.D. Candidate

Abstract

Today's learning takes place very much in a modish way with the emergence of new technologies. PLE is an approach/new technology and new ways of working with its tools compared to traditional learning which will have an effect on how people work, share, collaborate, feel and how they manage their lives on their own as self-directed learning. A personal learning environment (PLE) is a solution for keeping up with the rapid pace of knowledge change. Personal Learning Environments are systems that help learners take control of and manage their own learning. This includes providing support for learners to set their own learning goals and manage their own content and learning process, thereby achieving their learning goals. A personal learning environment (PLE) involves both formal and informal learning experiences. The pressures for a PLE are based on the idea that learning will take place in different contexts and situations and will not be provided by a single learning provider. This paper tries to underpin a better understanding of the underlying concepts of both approaches and, on the other hand, emphasize the consequences and challenges of PLE and its rising usage for learning.

Keywords: PLE, Learning Process, Learning Environment, Millennial Generations, Modish

Introduction

Technology can be used to bring together novices and experts. Each learner is unique and will have unique learning experiences. What motivates learning, what triggers curiosity, and what tools might enhance learning will be different for different learners. This makes the design of a Personal Learning Environment that serves as an aid to each possible learner, a challenge.

Definition

Personal learning environments (PLE) enable more active interaction by engaging learners through several methods rather than adhering to the structured norm that is given by educators. It also increases motivation as it is what specifically interests the learner.

Benefits of a PLE

The following lists are the main benefits of PLEs,

- helps with creating learning environments that are tailored to the learners
- focuses on encouraging innovation
- emphasizes the value of the learning process more than the finished product

Personal Learning Environment

Digital and non-digital building blocks can be individually combined by learners in their own **personal learning environment** (PLEs). Personal Learning Environment is central to learning in the future. The paper will start by looking at the changing face of education and go on to consider the different ways the so called 'net generation' is using technology for learning.

More of an approach or strategy than a specific learning platform, a PLE is created by learners in the process of **designing and organizing their own learning**, as opposed to following pre-arranged learning paths. In this way, PLEs are distinctly learner-centred and foster **autonomous learning**.

PLEs are by no means isolated; they are interconnected in a digital ecosystem of media, tools and services. Instead of asking learners to navigate within one monolithic environment, PLEs act as a gateway to an open and connected learning experience. This approach marks a shift towards a model of learning in which learners draw connections from a pool of digital and non-digital building blocks, aggregating, mixing and combining them into unique constellations as part of learning.

While emphasizing the active role of a learner, the PLE approach implies that **learning is not located in a specific time and place, but is an ongoing, ubiquitous and multi-episodic process**. As PLEs allow the collocation of diverse learning activities, tools, and resources, contexts permeate and learning becomes connected.



PLEs challenge some dominant paradigms in education and in the traditional understanding of borders, be it in view of learning places, educational roles or institutional policies. A number of institutions are looking at the potential of PLE type applications for Continuing Professional Development.

Implementing PLEs

Implementing personal learning environments (PLEs) in educational settings is a challenging and complex process. Teachers as the main agents of change in their classroom settings need support in designing and implementing these new learning environments and integrating them into the educational process. we propose a model to implement Web 2.0 PLEs in educational settings based on the conceived objectives of PLEs, namely

- (i) Enhancing the students' control in educational process and
- (ii) Supporting and empowering students to build and deploy their PLEs.

In recent years, the concept of personal learning environments (PLEs) has attracted the attention of researchers and practitioners in the educational technology domain. Attwell (2007b) says:

Important concepts in PLEs include the integration of both formal and informal learning episodes into a single experience, the use of social networks that can cross institutional boundaries and the use of networking protocols (Peer-to-Peer, web services, syndication) to connect a range of resources and systems within a personally-managed space.

Implementing the PLE concept in educational settings is a complex process that consists of several challenges. Firstly, it requires redefining the commonly accepted roles of teachers and students in the educational settings. The traditional procedures of teaching assume students as not sufficiently knowledgeable individuals to take full control over their learning.

Different Types of Knowledge

When thinking about knowledge development in a richer way, it may be useful to distinguish between different types of knowledge. Lundvall and Johnson (1994) identify four different kinds of knowledge, each requiring different types of mastery:

know-what,
know-why,
know-how, and
know-who.

Know-what refers to knowledge about ‘facts’: it can be considered as equivalent to what is normally called information. It is related to the knowledge ‘corpus’ that each category of experts must possess.

Know-why refers to scientific knowledge, influencing technological development and the pace and characteristics of its applications in industries of every kind. Also in this case, knowledge production and reproduction take place within organized processes, such as university teaching, scientific research, specialized personnel recruiting, and so on.inter-organizational

Know-how refers to skills - that is, the capabilities to do something in different contexts (e.g. judging the market prospects for a new product, operating a machine-tool, etc.). Of course knowhow is typically a kind of knowledge developed at the individual level, but its importance is also evident if one considers the division of labour and degree of co-operation taking place within organizations and even at the inter-organizational level (for instance, the formation of industrial networks or clusters is largely due to the need for firms to be able to share and combine elements of know-how).

Know-who is another kind of knowledge which is becoming increasingly important, referring to a mix of different kinds of skills, especially social skills, allowing the access and use of knowledge possessed by someone else

Each kind of knowledge is characterized by different channels through which learning takes place and can be supported in different ways using technologies. The easiest cases are those of know-what and know-why, which can be obtained through the typical channels of knowledge acquisition (watching videos, accessing databases), while the other two categories are rooted primarily in practical experience. In terms of technology enhanced learning, these forms of knowledge have been more problematic insofar as they require access to informal social channels for learning.

Web 1 was largely implemented as a push technology - to allow access to information on a dispersed basis, Web2.0 is a two way process, allowing the internet to be used for creating and sharing information and knowledge, rather than merely accessing external artefacts.

Implications for Teaching and Learning

The concept of the PLE marks a fundamental change (people and media) in teaching and learning. In an environment where information is easy to find and needs only to be located, there is a greater premium on skills that support fast and accurate access to information and on the ability to assess that information. In this regard, teaching is less a matter of data transmission and more a collaborative exercise in collection, orchestration, remixing, and integration of data into knowledge building. The goal for the student shifts from a need to collect information to a need to draw connections from it—to acquire it, disseminate it, and collaborate in its use. Furthermore, the use of PLEs may herald a greater emphasis on the role that metacognition plays in learning, enabling students to actively consider and reflect upon specific tools and resources that lead to a deeper engagement with content to facilitate their learning.

PLE is very supportive of learning systems including adult learning, informal learning, lifelong learning and workplace learning. Moreover, the concept could be extended to support learning organizations that see knowledge as the most significant resource to remain current and competitive.

Web 2 0 Technology

The term Web 2.0 is associated with web applications that facilitate participatory information sharing, interoperability, user-centered design, and collaboration on the World Wide Web. A Web

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

S. Sangeetha, M.A., B.Ed., M.Phil., SET., Ph.D. Candidate

An Efficacy of Personal Learning Environment (PLE) Tools among Digital Immigrants and Digital Natives in English Classes

2.0 site allows users to interact and collaborate with each other in a social media dialogue as creators of user-generated content in a virtual community, in contrast to websites where users are limited to the passive viewing of content that was created for them. Examples of Web 2.0 include social networking sites, blogs, wikis, video sharing sites, hosted services and web applications.

PLE Tools

The Tools below help the teacher and learner in language learning

Such as

Blog

Wikis

Podcasts

Web quests

SMS

YouTube

E-mails

IPads

Skype

E-forums

Virtual Classroom etc.,

Conclusion

Personal Learning environments are not an application but rather a new approach to the use of new technologies for learning. There remain many issues to be resolved. But, at the end of the day, the argument for the use of Personal Learning environments is not technical but rather is philosophical, ethical and pedagogic. PLEs provide learners with their own spaces under their own control to develop and share their ideas. Moreover, PLEs can provide a more holistic learning environments, bringing together sources and contexts for learning hitherto separate. Students learn how to take responsibility for their own learning. Critically, PLEs can bridge the walled gardens of educational institutions with the world outside. Learners can develop skills or literacy necessary for using new technologies in a rapidly changing society.

References

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Sangeetha, M.A., B.Ed., M.Phil., SET., Ph.D. Candidate

An Efficacy of Personal Learning Environment (PLE) Tools among Digital Immigrants and Digital Natives in English Classes

[http://www.informelles-](http://www.informelles-ernen.de/fileadmin/dateien/Informelles_Lernen/Buecher_Dokumente/Attwell_2007-ple.pdf)

[eren.de/fileadmin/dateien/Informelles Lernen/Buecher Dokumente/Attwell 2007-ple.pdf](http://www.informelles-ernen.de/fileadmin/dateien/Informelles_Lernen/Buecher_Dokumente/Attwell_2007-ple.pdf)

<http://www.slideshare.net/jonathanlivingstone/lets-bring-web-2-0-technologies-into-language-classrooms-an-interactive-project>

Dipika S. Patel (2014) Significance of Technology Enhanced Language Learning (TELL) in Language Classes, Journal of Technology for ELT 4(2)-1/2 retrieved from

<https://sites.google.com/site/journaloftechnologyforelt/archive/vol-4-no-2-1/2>

Attwell, Graham (2007). The Personal Learning Environments - the future of eLearning? eLearning Papers, vol. 2 no. 1. ISSN 1887-1542.

Attwell, G. (2007b, November), The Social impact of Personal Learning Environments,

Retrieved October 10, 2013, from [http:// www.pontydysgu.org/2007/11/the-social-impact-of-personallearning-environments](http://www.pontydysgu.org/2007/11/the-social-impact-of-personallearning-environments)

[http://etec.ctlt.ubc.ca/510wiki/Personal Learning Environments \(PLE\)](http://etec.ctlt.ubc.ca/510wiki/Personal_Learning_Environments_(PLE))

<https://blogs.ubc.ca/phoebedychinco/2015/03/21/personal-learning-environment/>

<http://www.openeducationeuropa.eu/en/paper/personal-learning-environments>

S. Sangeetha, M.A., B.Ed., M.Phil., SET., PGDELT., PGDJMC., Ph.D. Candidate
Assistant Professor of English
Department of English
Selvam College of Technology
Namakkal-3
Tamilnadu
India
sweetsangi87@gmail.com

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

S. Sangeetha, M.A., B.Ed., M.Phil., SET., Ph.D. Candidate

An Efficacy of Personal Learning Environment (PLE) Tools among Digital Immigrants and Digital Natives in English Classes

**Importance of Enhancing Communication Skills among
Young Graduates and
How to make them Career-ready & Life-ready?**

M. Sarpparaje, M.A., M.Phil.

=====

Abstract

The art of communication is the language of leadership. Being able to communicate effectively is the most important of all life skills. Presently, businesses are hiring fewer people and expecting them to do more and hence, employers have increased their expectations for potential employees. The employers do, however, continue to seek employees with commendable communication skills. According to a 2010 survey by the National Association of Colleges and Employers (NACE), communication skills are ranked first among a job candidate's 'must have' skills and qualities. It is an art that comes with regular practice. As proven, practice makes perfect; one has to keep practicing dedicatedly till he reaches perfection. Often, students do not realize the value of possessing these dynamic skills, and they assume that mere knowledge acquisition within their discipline is enough to get through that all-important Recruitment Process. In this crucial stage, faculty members must willingly accept their changing roles as facilitators and importantly, 'practice educators' to assist students in a positive way and reinforce what business executives expect in students who are going out into their workforce. Encouraging the students to participate in debate, discussions and presentations or seminars are some of the ways by which teachers can actually help their students to enhance and sharpen their oral communication skills. Written communication skills can be promoted by giving more assignments to the students that require their own thinking and writing skills. Further, a better and excellent way to impress the young learners can be achieved with the use of technological support that enhances both their written and oral communication skills under the sound guidance of their teachers. Thus, the intended paper aims at suggesting methods for making engineers employable through enhancing their communication skills.

Language in India www.languageinindia.com **ISSN 1930-2940 16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

Key Words: Communication Skills, English writing skills, English speaking skills, engineering students, technological support,

Introduction

Globalization in the 21st century has interconnected the world in every aspect, be it social, political or cultural, and also opened unmatched opportunities in every sphere, and the English language plays a pivotal role of the lingua franca in this uniting process. According to *The Economist* (2001), in today's world, fluency in English has been termed as a basic skill of modern life. Further, the modern trend in the business world is global interaction and this has acted as a stimulant for proficiency in English communication across borders, thereby making the language a universal tongue. Skapinker (2007) is of the view that it is not just that Microsoft, Google and Vodafone conduct their business in English, but it is also the language in which Chinese speak to Brazilians and Germans to Indonesians. Due to the fact that many companies are seeking expansion multi-nationally, English has been elevated to the position of a common corporate language in order to bring about an economic integration and a closer networking in the global business environment. Thus, a good English proficiency would give them a good grasp on the current usage of technical language which will undoubtedly open up vistas and pave the way for graduate employability and will turn them into culturally informative and socially responsible engineers.

While communication skills are commonly recognized as vital to success in business, students still often underestimate how essential some of these skills may be to their careers. They focus instead, on the technical skills more of which are indeed, needed to perform specific tasks, but employers are seeking applicants with more language skills. They want employees who can continue to learn and adapt, read, write and compute competently; listen and communicate effectively, think creatively, solve problems independently; manage themselves at work, interact with co-workers, work in teams or groups; handle basic technology, lead effectively as well as follow supervision. Therefore, English for Science and Technology programs in Engineering colleges should be revamped to suit the requirements of the evolving curriculum and the world

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

of work outside college. The professional profile of a modern qualified engineer should include well-developed communication skills and high English language proficiency to help him achieve success in the modern, competitive global work arena. To provide credence for this argument, this article is designed to emphasize the importance of communication, the role of the study of communication in contemporary life and ways these skills can be recognized and attained. It is also an attempt to find out how language skills along with life-skills can be learnt effectively by engineering students for proper utilization by them in real life situations.

Communication Skills – Existing Scenario

The ability to communicate information accurately, clearly and as intended, is an imperative employability skill and something that should not be overlooked. In the Indian context, an engineering student's success in the on-campus recruitment is mainly based on their demonstration of communication skills (Karnik, 2007, as cited in P. Rayan 2008:1). Still, according to many, learners graduating from colleges and universities often lack these skills that are considered obligatory in the world of work. According to the National Association of Software and Services Company (NASSCOM) former president Kiran Karnik, only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English. This will undoubtedly lead to the complication of an already existing problem that the placements of undergraduates, whose proficiency in English is low, will be seriously affected.

First, there is a gap existing between the present English language syllabi in engineering colleges and students' academic and professional needs. Second, there is a need to modify and revise the present English language course as evident from one of the case studies conducted recently. The study involved 770 students and 63 teachers of 20 engineering colleges located in different regions of the state. The tools used for data collection comprised of questionnaire survey among students and teachers. After validating the validity and reliability of the research instruments, the questionnaire survey was conducted among students of 2nd, 4th and 6th semester Bachelor of Technology (B.Tech) course students and the teachers' survey was conducted at a workshop conducted by the Biju Patnaik University of Technology (BPUT).

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

The data collected from the questionnaires were analyzed both quantitatively and qualitatively. Based on the study, the findings are as follows:

1. The goals and objectives of the present syllabus are only being partially fulfilled.
2. There is deficient acquisition of English language skills among students for proper application in the workplace context as well as in real- life situations, and hence necessary measures need to be taken.
3. Teachers are not getting adequate training in the latest language teaching methods, so that effective classroom teaching becomes a norm rather than an exception.

It is, therefore, crucial that a solution to this grave problem which can trigger a series of other difficult situations such as unemployment amongst graduates and the non-acceptance of local graduates into post-graduate programmes in foreign universities due to their lack of competency in English be found before it is too late. The onus, therefore, is on teachers of English and policy makers to recognize the challenges they are faced with in this rapidly changing scenario and equip themselves to face reality whereby they need to shape syllabi and course content in order that they can contribute to the producing of builders of the nation by enhancing the employability of young graduates.

Need for Needs-Based Approach – Changing Roles of Teachers

The selection of suitable methods of teaching, especially language teaching methodology has been baffling educators for a long time. Although researchers and educators agree that Indian engineering graduates are not proficient in English (Tickoo, 2004), few studies have been conducted to examine the procedures, measures and strategies of teaching and learning to improve engineering students' achievements in English. It's never too late to work on learners' communication skills and by doing so improve their quality of life. Learning environments require curricula and assessment systems that allow students to think creatively and collaborate. It is crucial to design curricula and assessment systems that emphasize authentic real world

problems, engage students in inquiry and exploration and provide opportunities for students to apply what they know in meaningful ways.

Various methods have been included in modern teacher training to enhance the learning process of such skills as team-work, advanced communication, critical thinking and problem-solving. One is interactive teaching, through which instructors facilitate exercises that provide opportunities for experience, practice, reinforcement, and reflection. Larsen & Freeman (2000) classifies language teaching approaches into nine categories: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Total Physical Response, Community Language learning, Suggestopedia, Communicative Approach, and Natural Approach. No single method can be perfect by itself. The teacher has to amalgamate different approaches intelligently to suit local needs and to fulfill the desired goals of the learners, taking into account their proficiency levels.

Tasks and Activities for Better Involvement of Learners

There are a range of inclusive teaching strategies that can assist all students to develop good communication skills, and manage their study independently. 'Communicative activities' refer to the techniques which are employed in the communicative method in language teaching. Examples of such activities are games, exercises, practices and projects which make use of the target language. The language-using activities for communication are not restricted to conversation alone and may involve all the four basic skills of listening, speaking, reading, writing or an integration of two or more skills.

For example, there are a variety of opportunities and models for building fluency in oral communication. First year students may commence with an audio recording, and then move onto a video recording of an oral presentation to demonstrate the same learning outcome. Some may have difficulty expressing themselves due to language problems, social barriers or under-developed communication skills and may need assistance at various stages of their university experience. Performing in pairs can also build self-confidence. Group projects and presentations enhance the interpersonal skills of the student members and should be emphasized early in the

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

education curricula. Students can then graduate to presenting their own oral with assurance and self-determination. The concept of tasks is similar to that of communicative events as defined by Munby (1978). By engaging the students directly in active learning, they learn by doing. It is important to create pseudo environments to simulate meetings with clients/developers/peers/and such, as this will also allow students to interact with different levels of technical intensity, as well as engaging in non-technical communications. They are significant for engineering students who are expected to perform real-world tasks.

Effective Usage of Language Laboratory – An Attempt to Match Modern Learners’ Demand

A language laboratory provides an assortment of resources for students wanting or needing to improve their language skills. The learning resources provided include relevant language learning materials or links to various language learning sites, access to newspapers and magazines, access to online libraries, interaction with language specialists and multimedia facilities. Mohanty (2011) states that students today are digitally literate and they live in a world immersed in visual literacy. Television, computer/video games, cell phones, social networking sites, emails, chat rooms and instant messaging are common forms of entertainment and communication among students of this generation. Thereby, students gain the exposure to learn from the visual media. Visual literacy has become extremely important today in both education and in the wider world of business and industry. Learning with technology fosters creativity in the learner as he/she is empowered to design individual representations of content using technology. In a survey, a lot of educators agreed that technology has enhanced student’s writing skills. Technology has facilitated their personal expression and creativity. They can learn more and keep themselves engaged through sharing their work with a larger audience or beyond their classroom. Educators agree that there are many instances where it has shown that using technology in writing has actually developed critical thinking, imagination and analysis as well as vocabulary.

Outside of their classes, students most often encounter digital writing - that is, writing created or read on a computer or other Internet-connected device. Digital writing assignments “match the real world” and give students experience composing in a format what the people will

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

actually find reader-friendly. The teacher, whenever present in the language lab may act as a facilitator, not as an instructor. They can also make use of technology for writing skill development among students by creating a text jointly, through shared documents or wikis, or they can take turns posting on a collective blog.

The following websites and apps can be explored by teachers who want to incorporate digital elements into their writing instruction.

- Animoto animoto.com
- Glogster edu.glogster.com
- Google Docs docs.google.com
- Wikispaces wikispaces.com
- Wallwisher wallwisher.com

They can also include assignments and activities that provide opportunities for problem-solving in realistic and fictional situations that would ultimately work towards improving their speaking skills. Cooperative learning can also take place effectively. Activity-oriented teaching using latest language learning technology is also possible. A Lab Assistant is needed to take care of the lab which is to be kept open from morning to late evenings so that students are not time-bound and are encouraged to learn outside the classroom.

Conclusion

Communication skills are critical in giving confidence, productivity and to unlock future potential in engineers. As suggested above, it is further reiterated that learners be involved more in interactive sessions in classrooms so that they are able to strengthen their communicative competence. Additionally, teaching technical and business communication and technology assisted language learning are areas that should be taken up on a priority basis while learning English for engineering purposes. Thus, designing tasks and activities accordingly would help achieve goals and objectives of the course. It is also recommended that teachers are given enough opportunity for professional development so that they gain knowledge on effective teaching strategies that can be implemented at the classroom level, in the engineering context.

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

Training tasks should ensure there is a high level of communication skills imparted to complement employability skills they gain during Work Integrated Learning. The challenge is the identification and authenticity of the right kind of language activities for a student in the mixed-ability context. However, the management and faculty of engineering institutions have a special responsibility in imparting the communication skills training, which in turn has good effect on the placements, campus recruitment and career of the students. Besides raising awareness regarding the importance of these skills and encouraging students to improve their skills, it is advisable to include and impart communication skills training, along with hard skills right from the beginning of the academic course. As a positive side, the academic qualification will also become very resourceful, which in turn can increase employability of the Engineering students. Thus, the paper aims at developing students' communication skills in English so they can more effectively contribute to corporate criteria, which are pivotal for their sustenance and in turn become confident enough to be career-ready/life-ready.

References

1. <https://scholar.lib.vt.edu/ejournals/JCTE/v26n2/pdf/hodge.pdf>
2. http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf
3. <http://www.skillsyouneed.com/general/communication-skills.html>
4. <http://edtechreview.in/trends-insights/insights/1358-how-to-enhance-your-students-communication-skills-does-technology-help>
5. http://ethesis.nitrkl.ac.in/4429/1/Priya_S_50713001.pdf

M. Sarpparaje, M.A., M.Phil.
 Assistant Professor
 Mepco Schlenk Engineering College
 Sivakasi 626 005
 Tamilnadu
 India
asm.sarppa@gmail.com

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

M. Sarpparaje, M.A., M.Phil.

Importance of Enhancing Communication Skills among Young Graduates and How to make them Career-ready & Life-ready?

**Effective Material to Teach Communication Skills and Soft Skills to
the Engineering Students – A Classroom Try Out**

**Ms. K. Sasirekha
Dr. G. Jayalakshmi**

=====

Abstract

This paper illustrates the following objectives:

- Need of communication skills and soft skills to engineering students/engineers
- Role of material & Choice of material
- Effectiveness of English Literature to engineering students.
- Relevant literature is a right choice to develop communicational skills and soft skills.
- Teaching of English Literature to engineering students – a classroom experience.

Teaching materials and methodology are indispensable in any course; engineering English as Technical English I & II is not an exception. Lessons prescribed in the prescribed textbooks by Anna University in **Mindscares** (2013) or the earlier **English for Engineers & Technologists** are not used by the English teachers in engineering colleges for various reasons. This paper tries to illustrate how the lessons can be more human interest centered with a variety of functional language activities. ELT and its emerging trends allow facilitators to choose any relevant material from anywhere to ensure the teaching-learning process. Computer and the internet provide a rich array of English language teaching materials. One such human interest centered material is **Story of Narayana Murthy (Infosys Founder) and Sudha (From Sudha's Autobiography)** and the multiple activities tried in the classroom by the teacher were explicated in the paper.

Keywords: ELT, English for engineering students, human interest-centered lessons, language teaching materials.

Introduction

The primary function of language across the world is to ‘communicate’; English language is not an exception. English language teaching in India is deep rooted. It evolved through many dimensions which range from day to day communication to high level presentation. English Language teaching is expanded not only to ‘communicate’ but to acquire jobs, promote business ventures, learn science and technology, provide forms of entertainment, and so on. Engineering students’ need for English language is to communicate, is to update their work based technical qualification, to carry out their project work with their team members, to send/receive and review reports, to conduct presentation sessions and board meetings and to work in multi cultural set up. To acquire the above said skill set, in the curriculum - syllabus redesigning with suitable inclusion of literature is proposed by the presenter. The idea inferred to introduce ‘literature’ may sound very conventional. Though it is a traditional methodology, linguistic researches done all over the world and literature reviews proved it as an authentic source to develop communication and soft skills.

Literature and Engineering Students

Engineers and engineering students all over the world are in need of acquiring communication skills and soft skills. Literature is embedded in the above skill sets. It can be used for teaching English with relevant choice of material and methodology is the appeal of the researcher. Facilitator’s classroom experiment is accounted here.

Teaching relevant skills of language through literature involves both the teacher and the learner. Choice of material should involve the teacher and learner for meaningful discussion on life, society, culture, characters, history, settings, and so on. Ultimately it should make the learner understand language and communication. The objective of language teachers is not to teach about language, but to develop learner’s abilities to use language in various communicating situations. Such social contextual exposure is to be given in the form of ‘Material’. The material

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Ms. K. Sasirekha and Dr. G. Jayalakshmi

Effective Material to Teach Communication Skills and Soft Skills to the Engineering Students –
A Classroom Try Out

prescribed in the syllabus can afford a chance for the learners to have the possibilities of language operation in all levels. Like in ancient days ‘literature’ is not for entertainment and pleasure reading, instead it can provide interesting language practice materials. Literature is one of the best tools to bridge the gap between engineering English syllabus and the outside world.

William R. Lee states in his editorial in the journal **English Language Teaching** as:

Literature is rooted, as far as the foreign language learner is concerned, in the oral basis of language learning; rooted in lively and meaningful oral drills, in spoken and acted dialogues, indeed in those very procedures which make for successful and interested learning of the language. (4)

ELT accepts the use of literature as a popular technique for teaching both language skills (LSRW) and language components (Vocabulary, Grammar and Pronunciation).

Relevance of Teaching English Literature to Engineering Students

Language through literature has been discussed by curriculum developers and academicians for the last few decades. Still, the idea has not materialized at present in technical education. Scope of language acquisition in the engineering colleges is limited within grammar exercises and few written exercises like writing instructions, recommendations, checklists and report writing. The role of English teachers in engineering colleges is multifaceted. Their responsibility is to make students acquire language skills to get placed, or to pursue higher studies across the world. Technical English – I & II is definitely not the material for the English teachers to train and hone the language skills of the learner. **Penny Ur** in his **A Course in language Teaching Practice and Theory** (1991) explains a common characteristic of a syllabus as follows:

It is available for scrutiny not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers, by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Ms. K. Sasirekha and Dr. G. Jayalakshmi

Effective Material to Teach Communication Skills and Soft Skills to the Engineering Students –
A Classroom Try Out

or textbooks writers). Underlying this characteristic is the principle of accountability: the composers of the syllabus are answerable to their target audience for the quality of their document. (176-177)

Importance of Literary Texts

Practically speaking, composers of the syllabus may not be questioned and they may not have the situation to answer for the quality of their document. But on behalf of the target audience, researchers, teachers, textbook writers and students can review it and recommend for addition or deletion of lessons. The recent recommendations by researchers and academicians in various forums stress the need for the importance of literary texts for a comprehensive attainment of higher levels of language skills.

Learning language through literature creates many possible situations in learning and acquisition of English as the lingua franca. The benefits of the inclusion of literature or literary texts in engineering curriculum are: They generate language learning and refine soft skills in particular. Literary texts/materials included in the Engineering English curriculum would broaden the functions of language and refine the overall personality of engineers. Suitable literature and literary texts will motivate and inspire the learners to improve on their own. Literature is not a replacement in the English curriculum, but it is a compliment for language acquisition. To a large class or to a heterogeneous class, language components or language drills without a relevant material is meaningless and irrelevant.

According to Krashen (1982) quoted from **Second Language Acquisition an Advanced Resource Book** (2005):

... people acquire a second language, much in the same way as they acquire a first language not only talking about the language, but by talking in the language. In other words, to acquire a language one needs a great deal of meaningful input. He also argued that explicit rules that were 'learned' did not lead to 'acquisition'. The implication is that languages were best acquired without any formal study of structure and form". (79 – 80)

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Ms. K. Sasirekha and Dr. G. Jayalakshmi

Effective Material to Teach Communication Skills and Soft Skills to the Engineering Students –
A Classroom Try Out

Engineering students have specific English needs. Of course their specific need can be met through carefully chosen relevant literary text/material. Literary texts are the source to learn the functions of a language in different realistic situations outside the preplanned atmosphere of the classrooms.

Literature – an Ideal Source to Develop Communication Skills and Soft Skills

At this juncture, the idea of language through literature becomes relevant. This paper explains in detail the importance of literary texts and the need for it in the engineering curriculum. Tamilnadu engineering students and engineering teachers do not have complete satisfaction with their English ability. It is not evident whether the textbook **Mindscape** offered in first year B.E/B.Tech courses have seriously considered their specific needs. In such a state, a syllabus based on literary texts mixing a few genres like short stories, poems, excerpts from autobiography, science and technology articles from dailies and magazines', is suggested to add as literature-based syllabus. The syllabus redesigned with such literary lessons would present the social context of the world. It would slowly lead the learner to understand language as a social phenomenon and it allows them to develop their own language competency. Language acquisition unlike other engineering subjects, should not be learned without the real practice of communicative language. The meticulously chosen literary text based on the learners' need would expose them to a variety of communicative expressions. Intellectual ability of the learner would rise to the level of communicative purpose. Incorporated grammar drills would impel learners to move from fluency to accuracy.

Penny Ur in his **A Course in Language Teaching Practice And Theory** (2009) states in an approach to literature teaching as follows:

I am, in principle, in favour of including literature in courses, not only as a rich source of language, but also because of its intrinsic educational and aesthetic value and its contribution to motivation and enjoyment. The problems of length, difficulty and alien content are very real ones: I attempt to solve them by careful selection of texts or, occasionally, by using only part of a long text. In some

cases I use simplified or abbreviated versions, in spite of the ‘watered-down’ quality, if I think that enough of the literary value of the original is preserved and that my students will get worthwhile learning from them.

...Finally: literature may be strictly speaking irrelevant for the learning of science and technology, but students of those subjects may still enjoy and ultimately benefit from studying it. (201 – 202)

Penny Ur’s idea of language through literature teaching is an alien matter to learners and may be difficult for them to relate it in their field of study and may think it is irrelevant to their needs. He felt that to attain functional skills of English language ‘literature’ is the best kind of source. He himself explained the advantages of literature as follows:

Literature can be very enjoyable to read.

It provided examples of different styles of writing, and representations of various authentic uses of language.

It is a good basis of vocabulary expansion.

It fosters reading skills.

It can supply an excellent jump-off point for discussion or writing.

It involves emotions as well as intellect, which adds to motivation and may contribute to personal development.

It is a part of the target culture and has value as part of the learners’ general education.

It encourages empathetic, critical and creative thinking.

It contributes to world knowledge.

It raises awareness of different human situations and conflicts. (p – 201)

The above listed advantages of literature remain the same when it is included in the engineering English curriculum. Since industry needs engineers with the synchronization of communication skills and soft skills, the inevitable choice is literature. It is an irony to omit ‘literature’ for engineering students. Few educators in the past rejected the use of literary texts as drill materials to develop the four basic language skills. They wrongly felt that when language

was taught through literature, the learners would learn neither language nor literature to suffice their multifaceted needs.

Irrespective of difference of opinion, literature is considered as one of the best tools for language acquisition and attaining soft skills. Recently, the role of literature as a basic language component and source of authentic material has been gaining popularity in engineering English curriculum. Vigorous research and serious discussion of how literature can be included for the engineering students to their benefit has led the establishment to some interesting ideas in the teaching-learning process. To exploit literature texts – different genres of literature like short story, poem, excerpts from autobiography and human interested science and technology are identified to teach the learners. Literary materials do not easily fit in with the conventional types of technical English testing. The treatment of the literary lessons and designs of related activities has to be very relevant, inspiring and imaginative for the overall achievement.

Teaching of English Literature to Engineering Students – A Classroom Experience

As a part of the doctoral research - **An excellent and Great Love Story of Narayana Murthy (Infosys Founder) and Sudha (From Sudha's Autobiography)** was discussed in the classroom as one of the lessons by the presenter. This classroom experience of the presenter is very purposeful and meaningful. The following structure is adapted in the classroom to motivate the heterogeneous class to participate.

(A) Pre-Reading Activities

(B) Title analysis

(C) While-Reading Activities - Illustration, key words, contextual meaning and expressions

(D) Exploitation of LSRW skills

Pre-Reading Activities are presented by discussing love, puppy love, man-woman relationship, Indian marriage system – its uniqueness and complexity. Then a brief note about Infosys Narayana Murthy (Infosys Founder) and Sudha his wife, was presented.

Title analysis was done with a handful of information about autobiography and biography.

Good examples of autobiography and biography titles were shared by both the learners and facilitator. While-reading activities on illustration, key words, contextual meaning and expressions are focused along with the main reading of the story. This literary lesson gave a chance to the teacher to discuss in detail the life of engineers, women engineers, engineering career, computers, multi-faceted lives of women, and so on. Exposure to genuine and selfless love, parenting, sacrifice, recognition of husband & wife and due respect of life partners for each other were focused upon as the theme of the story.

Speaking Activities like title analysis, setting, character analyses and human values were discussed with the facilitation of the teacher. This story was well received by all the students. Entire class room experienced a mixture of emotions and feelings for the first time in Technical English class. It has provided a rewarding experience for both the teacher and the learners.

Word power is built using the following exercise.

A) Fix the contextual meaning of the following words/expressions:

1. Bespectacled
2. Aback
3. Relentless
4. Wannabe
5. Dutch
6. Stalemate
7. Interim
8. Fag end
9. Pooling
10. Backpack
11. Trafficking drugs
12. Panicked

13. Zero capital
14. Apprehensive
15. Rock the boat
16. Sabbatical
17. Et. al
18. Commute
19. Juggling
20. Baby sat
21. Unstinted

Do you like this story? Let's review & share – Another activity was conducted on review writing and the same was asked to be presented in the class.

Conclusion

Inclusion of literature in English curriculum for engineering students will develop learners' ability to use language for a variety of communicative purposes. The choice of material is very important to train the learners on language skills. Further, the literary texts merge linguistic competence with communicative competence. Literature opens the world of communication and improves the sensibilities. This paper concludes with an appeal to the board of studies to include literature/literary materials to engineering students to learn language in a hassle free environment.

=====

References

<https://www.quora.com/What-are-some-examples-of-unconditional-love-in...>

Larsen, Diane. and Freeman. Techniques and Principles in Language Teaching . 2nd ed. Oxford University Press, 2005.

Krishnaswamy, Lalitha, and N. Krishnaswamy. Teaching English Approches, Methods, and Techniques. Chennai: Macmillan, 2005.

Penny Ur in his A Course in language Teaching Practice and Theory (1991)

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Ms. K. Sasirekha and Dr. G. Jayalakshmi

Effective Material to Teach Communication Skills and Soft Skills to the Engineering Students –
A Classroom Try Out

Verspoor, Marjolijn., Kees de Bot, and Wander Lowie. Second Language Acquisition an advanced resource book. Ee. Christopher. N. Candlin and Ronald Carter. Routledge Taylor & Francis Group: London & Newyork, 2005.

=====

Ms. K. Sasirekha
Assistant Professor
Department of English
Velammal College of Engineering and Technology
Madurai-625009
Tamilnadu
India
sasirekha.moon@gmail.com
Dr. G. Jayalakshmi (Guide)
Retd. Professor & Head
Department of English Language Studies
Madurai Kamaraj University
Madurai
Tamilnadu
India

The Merits of Communicative Language Teaching Method in Relation to L2

N. Gurunathan, M.A., M.Phil., M. Ed.
Dr. N. Geethanjali, M.A., Ph.D.

=====

Abstract

This paper reviews a few teaching approaches namely Grammar Translation Method, Audio Lingual Method, Direct Method and Communicative Method and the advantages of Communicative Language Teaching Method over other methods. CLT or Communicative Language Teaching Method fosters a sub-conscious process of acquiring a second language, here English. Teacher provides plenty of comprehensible input and motivates the learners to involve in the process and acquire L2 as in the case of acquiring L1 without conscious effort.

Keywords: Language Acquisition, Language Learning, Motivation, Comprehensible Input, Tasks, Language Teaching Method, Communicative Language Method.

Introduction

Good communication skills in English are a demand and a preference of the day, English being the language of international reputation and even interplanetary communication. Hence, qualitative teaching, meaningful materials and inspiring method are all important to induce learning in the learners of a target language. For any L2 language teaching, an easier method is the one that could inspire the learners to proceed further with interest. It is true that there is no 'the method' in teaching and learning a language but any method that fosters acquisition of a language is a welcome method. Acquisition happens in the L1 context where surroundings and society are favorable. Depending upon the situation, surroundings, and the nature of learners, a potential teacher can evolve a method of his own to motivate the learners to acquire the target language in the L2 context. This Paper examines a few traditional methods of teaching and how CLT or Communicative Language Teaching works better than others for our purpose.

Language Teaching Methods

1. Grammar -Translation Method

Teaching English as L2 through grammar rules is one of the most popular English teaching methods in traditional academic settings. In this method, the teacher should be proficient both in L1 and L2 as it demands or compels translation process. To promote understanding, the teacher has to bring a solid parallel from students' native language. This method works well in a setting where L1 is the same for all the students. Memorization of rules of grammar and frequent or repetitive practice is the basis of this method. This method helps one to learn vocabulary in isolation only, but not in context. Translation involves bilingualism. Rules are given in mother tongue and then translated in the target language and so acquisition of L2 language is very minimum.

2. Audio Lingual Method

Of course, this method is the most natural way of learning a language. This method adopts learning by hearing. Students learn through agencies of socialization like family, friends, class room and society. As it is audio-based, reading and writing come later. Dialogue plays a vital role in this method. Students learn the concrete vocabulary, initially by connecting with the objects around them. Teachers do not write the words but just sound the words. Learners hear and repeat the words orally. This is how, they grasp vocabulary and basic grammar. It all happens through dialogues only. The oral English teaching method is found most suitable for younger students as it is just a spoken form in the beginning. In this method, mimicking and memorization of dialogues and repetition of drills dominate in language learning. It also stresses accuracy of language which involves conscious control of the language and so acquisition of L2 language is very minimum. Error correction may result in psychological inhibition in the learner and the very purpose of learning will be defeated.

3. Direct Method

In this method, the target language alone is used by the teacher and the taught. Use of L1 is prohibited in the learning process. Vocabulary is gained by showing and seeing concrete

objects or visual aids first, and then only learning the abstract words and elements of the language come into the picture. Continuous and constant practice leads the students to pick up the patterns and then apply. This method works best in a setting where the students are from different vernaculars. It is an assumption that error correction promotes acquisition. The insistence (Ponniah, 2010) on the use of grammar through error correction at the early stage is a constraint for learning the language and it will cause high anxiety. Despite the fact that this method provides a lot of comprehensible input, when the teacher explains the rules in the target language, the anxiety hampers acquisition of L2.

English for Specific Purposes

For specific occupational or educational settings, we need to expose specific kinds of language and communicative skills needed for particular roles, (like that of nurse, engineer, flight attendant, pilot, biologist, and such) rather than just to concentrate on more general English. Choice based vocabulary, grammar, texts, functions and the skills needed for the professionals like doctors, nurses, engineers, restaurant staff, airline pilots are to be chosen. The language needs of the professions are decided and taught. This concept of English for specific purposes led to a rethinking of classroom teaching methodology.

Communicative competence is the aim of any foreign language teaching and learning. Modern concept in language teaching and learning is that one can gain Communicative Competence through Communicative Language Teaching. The principles of communicative language teaching methodology include co-operative work through peers and groups, fluency acquisition, and communicative competence.

Grammatical Competence vs Communicative Competence

Grammatical Competence is the knowledge of Grammar to study the formation of a sentence and produce sentences consciously keeping the Grammar rules in mind. Accuracy is the base of it, but fluency is not immediate. Richards points out that one can master the rules of a language but may not be successful in using the language for meaningful communication. It applies very well in classroom situation, but it may not help very much in the beyond classroom

situation. Language learning was treated as ‘the process of mechanical habit formation.’ Memory, exactitude and drills are the major components of Grammatical Competence. Producing grammatically correct sentences is the essence of the Grammatical Competence.

Communicative Competence on the other hand fosters the knowledge of using the language for different purposes and modifying the language for a particular context. It includes the application of a relevant communication strategy to understand, use and produce different types of texts, for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. It means possessing or gaining the knowledge of what to say, when to say and how to say something appropriate, based on the situation. Purposeful interaction, negotiation of meaning as per the context, rectification through feedback, and multiple ways of saying a particular idea and above all motivation and encouragement are the major components of Communicative competence. Task-based activities through pair work and group work are the essence of Communicative Competence.

Co-operative work vs Individualistic work

A learner is more comfortable when he learns in the company of his own age-group rather than learning from the instructions of the teacher. They listen, share and contribute mutually without any inhibition and this makes learning easier, faster and permanent. It sharpens the traits of application and innovation leading to producing and using the language according to the context. Teacher becomes the motivator, facilitator and monitor, but not a dictator or fault finder. Once the learners are motivated, the results are outpouring as the involvement is near 100 percent. Errors in communication disappear in the process of learning and this type of learning is known as self-learning or automatic learning which is otherwise called acquisition of language. Teachers provide the tasks and the learners discuss, decide, and produce the language activity. The feedback from the co-learners and the teacher encourage them to venture more and more.

CLT

Richards (2006) beautifully sums up the core assumptions involved in Communicative Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016
N. Gurunathan, M.A., M.Phil., M. Ed. and Dr. N. Geethanjali, M.A., Ph.D.
The Merits of Communicative Language Teaching Method in Relation to L2

Language Teaching in the following passages:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how the language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

A Good Teacher

A good teacher is an ever-learning student. He should be a motivator, facilitator and monitor but not a dictator or fault finder. He scaffolds in teaching, provides stimulus, autonomy, guides and promotes interaction among students in the class room. He prepares teaching and learning materials on the basis of students' needs. He asks questions and clarifies doubts. He promotes pair work and group work. He declares the task, gives them time to think and gears them to work in pairs and groups and in short keeps the learners in comfort zone.

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

N. Gurunathan, M.A., M.Phil., M. Ed. and Dr. N. Geethanjali, M.A., Ph.D.

The Merits of Communicative Language Teaching Method in Relation to L2

A Good Student

A good student is one who is inquisitive, receptive and interactive. He is committed to learning and sharing in learning. He receives and returns. He begins to use or produce language. Any language learning starts from listening and then it moves onto imitation of words and integration of sentences. He gets the exposure from families (not so much support from rural or backward families in India), school, society and media.

Conclusion

There is no 'the only method' in Language learning and teaching. A method that fosters Communicative Competence in the learners can be called the best one. Sub-conscious learning, low-anxiety learning and peer group- learning is what is known as Acquisition. The method that fosters this type of acquisition enjoys a lead over other methods. As to date, it is proved that CLT promotes Communicative Competence. However, an integrated-skills approach would be a classical one forever.

=====

References

Ponniah, R. J. (2010) Insights into Second Language Acquisition Theory and Different Approaches to Language Teaching. *i-manager's Journal on Educational Psychology*, 3 (4), 14-17.

Richards, Jack C., (2006) *Communicative Language Teaching Today* First Edition. New York: Cambridge University Press.

=====

N. Gurunathan
Lecturer (SG)/ Ph.D. Scholar
Seshasayee Institute of Technology
Tiruchirappalli
Tamilnadu
India
ngsiteng@gmail.com

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

N. Gurunathan, M.A., M.Phil., M. Ed. and Dr. N. Geethanjali, M.A., Ph.D.
The Merits of Communicative Language Teaching Method in Relation to L2

Dr. N. Geethanjali, M.A., Ph.D.
Associate Professor / P.G. & Research Department of English
Periyar E.V.R. College
Tiruchirappalli-23
Tamilnadu
India

Essence of Corporate Communication

N. Pratheeba

=====

Abstract

Corporate communication revolves around the written skills of the people involved in it. Unlike creative writing, it needs to be specific and accurate. It must be succinct and crisp because people do not have time to read round about circumlocutory writing in this age of information overload. In addition to flawless language, corporate communication ought to be polite and courteous without being blatant. This paper attempts to delineate the essential approaches, namely, the ‘you approach’ and the ‘we approach’ that will help the writer to reach the target audience in a seamless manner.

Key words: communication, business, corporate, vision, retail communication, direct approach, “you approach”, “we approach”, Bad News Messages

Introduction

Corporate communication revolves around the written skills of the people involved in it. Unlike creative writing, it needs to be specific and accurate. It must be succinct and crisp because people do not have time to read round about circumlocutory writing in this age of information overload. In addition to flawless language, corporate communication ought to be polite and courteous without being blatant. This paper attempts to delineate the essential approaches, namely, the ‘you approach’ and the ‘we approach’ that will help the writer to reach the target audience in a seamless manner.

Definition of Corporate Communication

The Financial Times defines Corporate Communication as a management function or department, like marketing, finance, or operations, dedicated to the dissemination of information

to key constituencies, the execution of corporate strategy and the development of messages for a variety of purposes for inside and outside the organization.

Knowledge Vision for Corporate Communications defines it in the following manner: Corporate Communication is how you keep up a business on message, with everybody speaking the same language.

Communication is the life blood of all organizations. It is the medium through which companies large and small access the vital resources they need in order to vibrate (Cees et.al 2007). Further, the communicator must know when and what to communicate. This involves analysis, judgment, counseling and planning - in addition to and prior to communicating (Newsom, 2014).

Types of Corporate Communication

The Internet technology has altered corporate personae and the mode, channels and methods of corporate communication and feedback. It has minimized the power distance and ushered in a new type of relationship between corporations and their relevant publics. (Ihator, 2001) Corporate Communication can be internal or external, vertical or horizontal, company to client, client to company, company to service providers, service providers to company and so on. Internal communication is important for building a culture of transparency between management and employees, and it can engage employees in the organization's priorities. (Mishra, 2014) It can be in the form of manuals, reports, proposals, memos, magazine articles, business letters, complaint letters, quotations, orders, and such. The essence of Corporate Communication is such that it is always formal in all respects. Understanding the target audience lends a helping hand to determine the tone and level of formality. It needs to focus on the recipient's demands and interests rather than that of the sender. Though corporates need to talk a lot about their company's profile, products and available service, it has to be done in such a way that the needs of the target readers are fulfilled. The executive staff are also responsible for corporate communications, since for most businesses, the real message comes from the top rung of administrators.

Effective Corporate Communication

Corporate communication is both the newest and perhaps the least understood. It is related to the other sub-disciplines like management communication, business communication, and organizational communication. (Paul, 1996) Corporate Communication can be termed good if it follows the seven C's of communication, it has to be brief and precise. It has to be factual, unambiguous, accurate and relevant to both the company's and target audience's needs and requirements.

Corporate Communication should be objective, detailed and well documented. In addition to the above mentioned factors, it needs to be homogeneous. Interpersonal Intelligence serves as an essential Factor for Effective Corporate Communication. In a nutshell, Effective Corporate Communication explains the benefits of the primary customers. It also helps to establish credibility among the various user segments and the company staff. Last but not the least, an effective corporate communication invokes curiosity about the company and products in the midst of prospective customers and motivates them into action. Rather, the purpose of corporate writers is to influence public opinion and attitudes, particularly among potential investors, in ways that create support for organizational practices or undermine opposition to them. (Conaway et al., 2010)

The following approaches will help the writer to achieve his end or drive home his facts. It is equally applicable to all involved in corporate communications.

Direct Approach or the YOU Approach

Executives employ a variety of communication methods, including face-to-face communication, to communicate with employees. The executives' chosen communication strategies aim to build trust and engagement with employees. (Mishra, 2014) Good News Messages and Direct requests that do not require any convincing can be classified under this approach. It can be used in the following situations, but not limited to documents regarding claims and complaints, appointments, orders, reservations, request for action and promotion and inquiries about goods, people or services. It can start with the main idea of request or any good news. Devices for easy reading like bulleted lists, numbered questions, brochures, catalogues, news bulletins, can be used then and there. And stylistic features that give more importance to

the usage of the Second Person You pronouns rather than First person Pronouns will lend a professional YOU attitude to the document under consideration. Prof. Hurley says, “A polite closure that ensures a clear action (what action you want the reader to take and when) and an easy action (enclosing reply envelopes, phone numbers, fax, e-mail IDs etc., will really work wonders.”

Indirect Approach or We Approach

Bad News Messages and Indirect requests that do not require any convincing can be classified under this approach. It can be used in the following situations, but not limited to documents regarding refusal of claims, credits and complaints, declining services and favour, cancellation of already placed orders etc., and inquiries about damaged goods, or unavailability of services. It can start with the buffer paragraph of appreciation, or any positive note. Devices for easy reading like needed details, answers to relevant questions pertaining to the document under consideration can be used then and there. And stylistic features that gives more importance to the usage of First Person I, WE pronouns rather than Second Person You pronouns will lend a professional WE attitude to the document under consideration. As mentioned earlier, a polite closure that ensures a clear action (what action you want the reader to take and when) and an easy action (enclosing reply envelopes, phone numbers, fax, e-mail IDs etc., are mandatory in this approach also.

A judicious use of both the approaches mentioned above will definitely lend a professional look to the written document under creation.

Examples

Bus pass will not be issued unless you submit the No-Dues Form.

As soon as the required documents are submitted by you, we will promptly deliver the Bus pass.

Compulsory attendance effected a full auditorium.

Auditorium was full since everyone attended the meeting.

You have withheld the results of thirty students.

We have not yet received the results of thirty students.

Your indifferent attitude has caused this problem.

A little more care would have avoided this problem.

The sentences in bold imply a impolite tone whereas the un-bolded sentences imply a more polite tone.

Five Golden Rules to Make Your Writing Rock

Most people know English when they hear it. It is everyday language, free from the long words, and technical terms, that plague the prose of scientists, engineers, economists, doctors, lawyers and writers in their specialized disciplines. (Newsom, 2014) The five golden rules given below will definitely help make your corporate writing rock:

1. Follow the KISS principle in writing. (Keep it Short and Simple.)
2. Be stringent with words by avoiding cluttering phrases and neoplasms (redundant phrases). Strunk and White advocated "using scissors on the manuscript, cutting it to pieces and fitting the pieces together in a better order."
3. Prefer right ordering and proper emphasis. Follow the basic rule - adverb of manner is to be followed by adverb of place and time.
4. Express Negative ideas with words that carry a positive connotation instead of expressing it blatantly.

How to express a negative idea (Bowen, 2006):

Negative ideas expressed blatantly	Negative ideas expressed politely
The results were bad.	The results were not very good.
Their machinery is very old-fashioned.	Their machinery is not very modern.
The catalogue is very dull.	The catalogue is not very interesting.

We got rather a cool reception.	We did not get a very warm reception.
We are dissatisfied with the service we have received so far.	We are not very satisfied with the service we have received so far.
We are unhappy with some of the terms of the agreement.	We are not very happy with some of the terms of the agreement.
We made very little impact on the society.	We did not make much impact on the society.
He takes no interest in what we do.	He does not take much interest in what we do.
There is no alternative.	There are not many options available.
There is nothing we can do about it.	There is something we can do about it.

5. Be tactful by the optimum use of modal verbs and suitable modifiers.

Statements perfectly consistent with what you know might be inconsistent with what you do not know. (Cess, et al., 2007) Usage of modals and modifiers comes as a handy tool in such a tricky situation. Strategic information packaging, gatekeeping, timing and controlled reactive communication become more difficult to manage in the information age. (Ihator, 2001)

Being Tactful (Bowen, 2006)

Blunt statements	Tactful statements
Your order is going to be late.	Your order may be slightly delayed.
We want you to reply at once. (would/grateful)	We would be grateful for an immediate reply.
You have made a mistake in the invoice. (there/seem)	There seems to be a mistake in the invoice.
You still owe us Rs.35,000	You still owe us Rs.35,000

You have not given the discount you promised us.	We do not seem to have received the discount.
Our tuition fee will go up from January 2016.	There may be a slight increase in tuition fee from January 2016.
You have not enclosed the complete list as requested by us.	You do not seem to have enclosed the complete list as requested by us.
The delivery will be late due to some problems in the computer.	You may experience difficulty in the delivery.
You have withheld the result of 50 students.	We have not yet received the result of 50 students.
You must use the new sports complex. (whenever/need)	You may use the new sports complex whenever you need.

Conclusion

Corporate Communication is an area that is very diversified in nature. Adopting the right mix of the We and You approach will certainly boost the image and brand the image of the company in the midst of prospective clients.

References

1. Conaway, Roger N.; Wardrope, William J. Do Their Words Really Matter? Thematic Analysis of U.S. and Latin American CEO Letters International *Journal of Business Communication* April 2010 vol. 47 no. 2 141-168
2. Paul A. Argenti Corporate Communication as a Discipline: Toward a Definition *Management Communication Quarterly* August 1996 vol. 10 no. 1 73-97
3. Karen Mishra, Lois Boynton, Aneil Mishra Driving Employee Engagement: The Expanded Role of Internal Communications International *Journal of Business Communication* April 2014 vol. 51 no. 2 183-202
4. Newsom, D. & Haynes, J. 2014, *Public relations writing: Form and style*, 10th edn, Wadsworth Cengage Learning, Boston, CA.

5. van Riel Cees, Cees B.M. Van Riel, Charles J. Fombrun. *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*. Routledge, 2007
6. Bowen, T. *Build your Business Grammar* Cengage Learning, 2006
6. Communication style in the information age Augustine S. Ihator
Corporate Communications: An International Journal 2001 6:4, 199-204
7. [www.lovewonder.sg1006.myweb.hinet.net/.../Strunk&White](http://www lovewonder.sg1006.myweb.hinet.net/.../Strunk&White)
8. www.lexicon.ft.com/Term?term=corporate-communication
9. www.knowledgevision.com/...knowledge-vision/knowledgevision.../corp.
10. <http://emedia.leeward.hawaii.edu/hurley/eng209w/index.htm>

=====

N. Pratheeba
Professor
Department of English
Kamaraj College of Engineering and Technology
Virudhunagar
Tamilnadu
India
pratheeba.bose@yahoo.com

Podcasting: A Modern Tool in Education System

N. Subhathra and G. Nivethika

=====

Abstract

Language teaching cannot be the same as it was thirty, twenty or ten years ago. The powerful information and communication technologies available have opened up new social and educational opportunities, creating new needs and requiring the development of new skill. The paper discuss about “podcast”. The term ‘podcast’ is a portmanteau of the words “pod” and “broadcast” according to wiki, and it refers to the use of an iPod for purposes of recording and broadcasting any material. A podcast is a form of digital media that consists of an episodic series of audio, video, digital radio, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Audio has been utilized in higher education for many decades. Additional uses of instructor-created podcasts include lecture summaries or supplemental course information.

Keywords: Podcasting, digital media, instructor-created podcasts, language teaching

Podcasting: A Modern Tool in Education System

A well-balanced curriculum with English language and the use of the spoken language in the additional language classrooms would provide the learners with the tool to develop linguistic, cognitive and literary goals of the additional language classroom. The teachers of English need to develop appropriate methods and materials for the learners.

Teaching is a dynamic and well planned process to acquire maximum learning experience. Effective teaching is based on three ways. First one is instructional objectives, second is learning experiences. It is based on the content analysis and the selection of appropriate methodology. The third one is learners’ output. In the present world of advanced technology, a similar one can be established with computer application.

Language teaching cannot be the same as it was thirty, twenty or ten years ago. The powerful information and communication technologies available have opened up new social and educational opportunities, creating new needs and requiring the development of new skill. In order to prepare students to function in the digital age, one must ensure that language instruction takes advantage of the online environment with its rich resources and varied media and that the language curriculum incorporates the necessary digital literacy skills.

The paper discusses the method “podcast”. The term ‘podcast’ is a portmanteau of the words “pod” and “broadcast” according to wiki, and it refers to the use of an iPod for purposes of recording and broadcasting any material. A podcast is a form of digital media that consists of an episodic series of audio, video, digital radio, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. The users can download the audio material in the internet. Then they play or listen to it on your computer or on an MP3 player or portable music player (iPod).

Podcasting

Podcasting is becoming a tool for the distribution of school lessons. It is education and has the potential to evolve rapidly. Students use their tech- based entertainment systems for educational purposes. These methods help to move away from traditional training like face-to-face training chalk and talk method. Podcasting method is very effective in any learning process. Students and teachers can share information with anyone at any time. An absent student can easily download the lesson. Of course the student does not miss the lecture. Teachers also can record discussions, vocabulary and other lessons, interviews and debates. Students can create a record of activities, their thoughts and point of view on certain topics of interest. Podcasting can be a publishing tool for oral presentation. This need not be limited to audio alone, but can be produced also as video podcasts. The use of videos is referred to as “Vodcasting”

Three Popular Indian Podcasters

Following the trend set by the Stanford and Berkeley Universities, Welingkar Institute of Management, a Mumbai-based business school, is planning to record lectures and make

them available to its students over iTunes. There are three popular Indian podcasters

1) Indicast 2) Kamala Bhatt 3) Podmasti.

Online Media

“The development of literacy and communication skills in new online media is critical to success in almost all works of life” (Shetzer and Warschauer 1999:171). The most common use of podcasts in higher education is creating audio archives of classroom lectures. This use of podcasting is termed lecture webcasting or course-casting. Some students find that being able to connect with course materials while travelling is of great help.

Instructor-Created Podcasts

Audio has been utilized in higher education for many decades. Additional uses of instructor-created podcasts include lecture summaries or supplemental course information. Students reported great value in having the audio files to pause, rewind and listen to difficult material several times. Miller (2006) at the Connecticut uses podcasts for a post-lecture discussion with students (see <http://web2.uconn.edu/millerd/icube.html>). For his introductory level general psychology course his podcast series is termed “icube: Issues in Intro”. The student podcasts listeners who are not involved with the recordings still report a greater sense of connection with the class and content.

Frydenberg (2008) noticed that a majority of his students were not listening to the 60 minute podcasts that he created after each lecture. A student survey showed that his student performed a much shorter review of each lecture. The instructor then challenged the student to work in pairs and create six to ten minute video podcasts that shared something they learned during the previous class session.

Conclusion

University of Dayton’s CIO Thomas skills comments that, “Podcasting has a very relevant application in higher education but it needs to be carefully integrated into the curriculum in a thoughtful way”. (Blaisdell, 2006, p.4) Universities and other Organizations of higher education are facing increased pressure to demonstrate the effectiveness of their educational efforts. There can be no denying the fact that the use of technology, especially podcasting, can greatly enhance the teaching learning process. Thus, the technophobic people

should necessarily change their mind set and move with the changing times. So, the use of podcasting for language learning has potential to enhance the techniques.

Works Cited

1. Laura A. Guertin, "Creating and using podcasts Across the disciplines", vol no 2, spring 2010.
2. Housley, Sharon, "What is podcasting?" Retrieved on December 12, 2007.
<http://net.educause.edu/ir/library/pdf/>.
3. Preethi, j., "B-school set to use podcasting, "The Hindu Business Line, Chennai, April 24,2007.
4. Torrone, Philip, "What is podcasting?" Retrieved on December 12, 2007. <http://digitalmedia.oreilly.com/2005/07/20/whatIsPodcasting.html>.(21/12/07).
5. Subramanian, Karthik, "Day I session on podcasting proves to be enlightening", The Hindu Chennai edition: June 11,2007.
6. Seven things you should know about podcasting "Retrieved on December 20, 2007".
[W.W.W.educause.edu/eli](http://www.educause.edu/eli).

N. Subhathra and G. Nivethika
Assistant Professors
CPA College
Pankajam Nagar
Bodinayakanur 625513
Tamilnadu
India
nittu.niva@gmail.com

The Role of Grammar in English Language Teaching

P. Kiruthika

=====

Abstract

Nowadays, students are not giving priority to learning grammar. For improving English language both in and out of the class room, grammar is a must. Grammar is concerned with how sentences and utterance are formed. In typical English sentences, we can see the two most basic principles of grammar, the arrangements of items (syntax) and the structure of items (morphology). This paper deals with the value and position of grammar in English language teaching and the significance of grammar in speech and writing process in the English language.

Keywords: Learning grammar, English language teaching

Introduction

Grammar is concerned with how sentences and utterance are formed. In typical English sentences, we can see the two most basic principles of grammar, the arrangements of items (syntax) and the structure of items (morphology). In the area of grammar teaching, there are believers, non-believers and the confused; many people with unyielding faith in the value of grammar as the basis of good writing, advocate the teaching of grammar.

The Value of Studying Grammar in English Language Teaching

It plays a vital role in English language teaching. If a student wants to learn the English language, he / she has to study the English grammar properly. For example: read the following sentences,

1. The book is on the table.
2. The book is the table.

In the above mentioned sentences, the first sentence is correct. The second one is wrong because the preposition “on” is not available. If we want to frame meaningful sentences, we have to learn the grammar rules and usages correctly. Grammar is the need of the hour in English language teaching.

Position of Grammar in ELT

Gordon has defined grammar as “a body of empirical rules which explain and regulate the structure of the sentences”. Grammar is not a separate subject nor is it even a separate division of English work. If it is so marked in our syllabus or time-table, this is done only for convenience. It is a small part of the English course; that study of the nature of the language which helps us to get the “feel” of the language. It is the study of the behaviour of words which are the reflection of changes in the experiences and sounds of words.

As a teacher, I believe tenses, idioms and phrases and vocabulary learning are a must for English language teaching. A student wants to get fluency in second language; he has to study the three tenses of English, its rules and to know how to apply it in sentences. Later he has to learn idioms and phrases to form sentences. If we use idiomatic expressions in our sentences while speaking and writing, it shows that we learned the language well. A formal classroom situation is a prerequisite to teach language through grammar and this is mandatory. If a student masters the basic rules of grammar and some of its idiom, then she or he can build on this to master the language. Likewise, to get mastery over language, vocabulary is a must for all the second language learners. We couldn't communicate properly with others, if we don't acquire vocabulary knowledge.

Role of Grammar in Speech and Writing

Speech and writing are the two basic manifestations of language. Each has its own function. In some areas there is one-to-one correspondence between speech and writing, but in a number of areas there is no neat correspondence between units of speech and writing. As far as grammar is concerned, these two areas play an important role in English language teaching. Knowing grammar rules particularly the above said tenses, idioms and phrases and vocabulary helps one to gain mastery over speaking and writing the English language.

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

P. Kiruthika

The Role of Grammar in English Language Teaching

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) writes, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Practicing speaking skill in the right way is not possible without grammar. A student has to rehearse speech after learning the basic rules of grammar. Without grammar rules he cannot speak perfectly. To attain fine fluency in speaking one has to learn the grammar accurately.

Writing is an essential and indispensable skill when learning a second language, since communication is not only done orally. Writing is necessary if someone is looking to study or work in a particular country. Writing also results in increased practice using the language. Connections can be made between the four key skills in learning a language: reading, writing, listening and speaking. These skills do not exist independently, they are interrelated; improving one will result in improvement in the others. Writing is a manner for students to practice their language skills in a way that promotes noticing; as they write their texts, they are forced to notice certain grammar, idiomatic expressions and vocabulary structures and reflect on why those are used and not others.

Writing occurs in three phases. Teachers should be aware of these phases, and inform the students of them. Activities can be structured around these phases to show students just how different the process of each phase is.

Prewriting: generation of ideas, discussion of purpose/format etc., use of organizational skills, emphasis placed not on structure rather content - ideas Composing: creation of outline, writing, selection of specifics (tense, style, etc.), restructuring

Revision: revision of style/grammar/structure, check for consistency/errors/clarity/support of arguments

Conclusion

In this modern era, even teachers are giving much importance to communicative language teaching rather than grammar translation method. So, it comes back to the old story for every one of us. But we all know that without learning the basic rules of grammar, we cannot write even one sentence in English. Thus, many English teachers realize the potential of teaching and learning English grammar.

References/Sources Consulted

1. Krishnasamy. N, Lalitha Krishnasamy.,(1990). Method of Teaching English. Macmillan Publications Pvt . Ltd. New Delhi
2. http://www.readingmatrix.com/reading_projects/lee/
3. www.vocabulary.com/dictionary/grammar
4. <https://www.englishclub.com/grammar/what.htm>
5. <http://grammar.about.com/od/grammarfaq/f/grammarvalue.htm>
6. <http://www.talkenglish.com/grammar/grammar-speaking.aspx>
7. <http://www.teachingenglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems>
8. <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/writing.html>

P. Kiruthika
Assistant Professor
Department Of English
Erode Sengunthar Engineering College
Thudupathi
Erode-638 057
Tamilnadu
India
kiruthika.sami@gmail.com

A Holistic Approach to Teaching in a Mixed Ability Classroom

B. Shoba Rao

=====

Introduction

Most classrooms have students with mixed abilities. This can pose a serious challenge to the teacher. The mixed abilities in students are due to various factors such as socio-economic and cultural background besides their cognitive and meta-cognitive intelligences. The former concerns their ages, education, cultural background, mother tongue and interest while the later concerns their intelligence, learning style, motivation, language knowledge, attitude towards language and their learning experience. According to Bremner (2008: 1:2) “A mixed ability class does not just consist of a range of abilities but a range of learning styles and preferences. All pupils will show strengths at different times depending on the topic being studied and the learning style being used.[...] All classes even those that have been set are mixed ability to certain degree.”

A creative teacher can adapt teaching materials to suit students’ with mixed abilities. For instance, a teacher could ask a group of slow learners to comprehend the text by answering the question and answers after reading the text. The others who are fast learners could be asked to summarize the text after answering the question and answers. The summaries then could be discussed in the classroom and after making the necessary corrections based on the feedback by the students, print outs could be given to them. Cooperative /Collaborative Learning could be one method of teaching to help students develop their language skills. A group could sit in pairs so that scaffolding is possible and learning takes place automatically through a joint effort. Further, soft skills such as interpersonal skills, team skills, interview skills, empathy could also be given emphasis in a mixed ability classroom.

The Challenges and Solutions

- ❖ **Massive Class strength:** Mixed ability classes in India are mostly packed with more than 60 students at the tertiary level. Fisch(1996) states that we must not be discouraged by large enrollments in the classroom.
- ✓ **Active Learning Approaches-** Fisch, (1996) suggest certain interactive learning and teaching strategies such as brainstorming, evocative visuals and textual passages, debates and role plays.
- ❖ **Disciplinary Problems:** Promoting civility in large heterogeneous classroom is a major challenge to teachers. There has been number of articles on troublesome behaviours, incivility, misconduct among college students both in and outside classroom (Downs 1992; Baldwin, 1997; Amada,1999).
- ✓ **Encourage Active Learning** –Carbone (1998) suggest three point solution. They are (1) Be prepared as to what to teach and the associated activities. Make sure tasks are clear and specific. For instance, summarize the lesson or make a list of positive aspects in the lesson.(2)Ensure full participation by providing independent, pair or group work.(3) Limit the time and the group size.
- ❖ **Absence of social interaction:** It is a known fact that there is less scope for social interaction in a large mixed ability classroom. Students fear to mix due to their varied socio- economic and cultural backgrounds.
- ✓ **Team Learning:** According to (Michaelsen & Black 1994) the primary advantage of team learning is that it includes (1) permanent and purposefully heterogeneous learning group. (2) grading could be done based on individual performance and peer evaluation.(3) the teacher can

devote his/her time to small group activities.(4) Teacher could shift roles from an instructor to a manager in the learning process.

- ❖ **Mixed Ability Groups:** This is a major challenge to the teacher. She/he needs to cater to students who have varied abilities. Students come from various backgrounds and cognitive backgrounds.
- ✓ **Collaborative Learning:** This creative teaching-learning strategy has been proved successful. It is defined as an arrangement in which students work in mixed ability groups and are rewarded on the basis of their work (Woolfolk,2001,p.593).

Structuring a Heterogeneous Group for Optimal Teaching- Learning Experience

It is very challenging for a teacher to see that the students have a rich teaching-learning experience. While delivering instructions, care should be taken that all are involved in the learning process. For this:

- a) Set learning objectives for each class keeping the heterogeneity in mind.
- b) Ensure all the students are seated in such a way that they can see and hear the teacher.
- c) They must be easily seated in groups without disturbing the whole class.
- d) Create a conducive learning environment
- e) Tasks should focus on independent, pair and group work.
- f) Plan and prepare the teaching materials in advance based on the level of the learners.
- g) Be time conscious. Each task should be timed and the classes should begin and end on time.
- h) Teach and test only what is taught.

Important Aspects While Teaching Mixed-Ability Classrooms

1. Designing Teaching Materials

Learning is a recursive process. This means new knowledge is built or reconstructed with the help of already acquired knowledge. The teaching material should be designed in such a

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

B. Shoba Rao

A Holistic Approach to Teaching in a Mixed Ability Classroom

way that it allows students' differences and prolongs the period of exploration, analysis and questioning. The materials must help them reflect and improve their learning process. They should give scope for reflection and self- assessment. The teacher cannot teach all the learners all the time. She/he must vary her/his teaching methods and the materials so that what is taught reaches out to all the students. The teacher ought to use tailor made materials to suit the heterogeneous class.

2. **Motivation**

There are many affective issues connected to teaching mixed ability classrooms. There are several studies that have shown that success alone is not enough to increase motivation. Success must be accompanied by the students' perception that his/her effort (rather than forces over which there are no control) was responsible for their success(Wittrock m1986). One way to motivate students is to make them speak positive sentences. For instance, when a student says, "I am totally lost", train him/her to say," What is it I know? Another way to motivate them is to call them by their names instead of their roll numbers. The teachers should communicate verbally and non-verbally to the students .This will break the ice and promote inter-communication skills.

3. **Cooperative and Collaborative Learning**

Cooperative learning is 'the instructional use of small groups so that students work together to maximize their own and each other's learning (Smith,1996, p.71). As the name implies, students work together on common tasks, share information and support one another. This kind of learning is helpful for students to learn social skills such as conversing politely, acknowledging others contribution in a group, requesting others to contribute to the learning process. This happens because they work together. In this method of learning, teacher is an expert in the subject matter and the students ultimately arrive at the correct answers. But **collaborative learning** takes place when students and faculty work together to create knowledge... (Matthews, 1996, p.101). Smith (1996) lists five elements for successful cooperative learning groups. They are a) positive interdependence b) good interaction c) individual and group interdependence d) development of team skills and e) active group processing.

4. **Considering Students' Multiple Intelligences:** Howard Gardner's (1983) work on multiple intelligences confirms teachers' longtime observations that students come to the classroom with

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

B. Shoba Rao

A Holistic Approach to Teaching in a Mixed Ability Classroom

different skills and abilities. They may be linguistically intelligent, logistically-mathematically intelligent, spatially intelligent, body-kinesthetically intelligent, musically intelligent, interpersonally intelligent, intrapersonally intelligent, or naturalistically intelligent. Gardner states that the collaborative classroom creates opportunities as well as challenges for students who have different intelligences.

Collaborative Learning Techniques (Barkley, 2005)

The following techniques are helpful to enhance language skills in a mixed ability classroom.

Skills	Techniques/procedure	Advantages
Listening	a) Note-taking Procedure: Students listen to a lecture or a text and take notes of the major points. Groups summarize the points and read it to the class.	-Enhances note-taking skills Improves writing skill.
Speaking	a) Think, pair and share Procedure: Pose a question to the class and give students few minutes to think pair up with the neighbour and share the response with the class. b) Round Robin- Brainstorming Session Procedure: Students generate ideas on a topic	-Enhances intrapersonal and Interpersonal skills through speaking -Increases willingness to compare and contrast views, rehearse responses before going public. -Improves listening and speaking skills -Ensure equal participation and encourages turn taking.
Reading	Case Study Procedure- Give students a	- Enhance reading and decision making

	handout of a case. Let the groups frame as many questions and ask the other groups in class.	skills - Enhances critical appreciation of the text.
Writing	Collaborative writing Procedure – Students form teams and choose a topic .Then they generate ideas by brainstorming and then write the draft of the easy together. The draft is read to the class.	- Provides opportunities to learn and perform as a team. - Enhances writing skill. - Boosts morale of the team.

Conclusion

This paper is a small sample of what needs to be considered while teaching in a mixed ability classroom. It provides techniques by experts to enhance language skills in such classroom. Creative teachers can think of other different ways to enhance students' multiple intelligences. It is important for teachers to recognize students' potentials in a mixed ability classroom and design the teaching materials so as to suit their needs. Teachers have to understand students' in-built needs both as language users and learners. The most challenging and rewarding aspects for teachers teaching a mixed ability class is to enable learners to effectively and efficiently learn the language without any kind of stress and anxiety.

=====

References

Amada,G.(1999). *Coping with misconduct in the college classroom: A practical model*.Asheville,NC: College Adminstration Publications.

Baldwin, R.G. (1997). Academic civility begins in the classroom. *Essays on teaching excellence. Towards the best in the academy*, 9(8). Athens, GA: The Professional and Organizational Development Networks in Higher Education.

Bereiter, C., & Scardamalia, M. (1989). Intentional learning as a goal of instruction. In L.B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 361-392), Hillsdale,NJ: Lawrence Erlbaum Associates.

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

B. Shoba Rao

A Holistic Approach to Teaching in a Mixed Ability Classroom

Barkley, Elizebeth, F, K. Patricia, Cross, Claire, Howell Major.(2205) Collaborative learning techniques: a handbook for college faculty.Jossey Bass: San Francisco CA.

Bremner,S.(2008). Some thoughts on Teaching a Mixed Ability Class. *Scottish Language Review*. 18(pp 1-10).[Internet] Scottish CILT.

Carbone,E.(1998). Teaching large classes: Tools and strategies.Thousand Oaks, CA: Sage.

Downs,J.R.(1992). Dealing with hostile and oppositional students. *College Teaching*, 40(3),106-08.

Fisch, Linc(1996). *The chalk dust collection*. Stillwater, OK: New Forums Press.

Matthews, R.S. (1996). Collaborative learning: Creating knowledge with students. In R.J. Menges, M. Weimer, & Associates (Eds.) *Teaching on solid ground :Using scholarship to improve practice* (pp.101-124).San Francisco: Jossey-Bass.

Michaelsen, L.K., & Black, R.H. (1994). Building learning teams: The key to harnessing the power of small groups in higher education.In L.K, Michaelsen & R.H. Black (Eds.), *Collaborative learning: A sourcebook for higher education*, Vol.2. State College, PA: National Center for Teaching, Learning and Assessment.

Smith,K.A.(1996).Cooperative learning: Making “group work” work. In T.E. Sutherland & C.C.Bonwell (Eds.), *Using active learning in college classes: A range of options for faculty* (pp71-82).New Directions for Teaching and Learning, No67.San Francisco: Jossey-Bass.

Walvoord, B.E., & Anderson, V.J. (1998). *Effective Grading: A tool for learning and assessment*. San Francisco, CA: Jossey-Bass.

Wittrock, M.C. (1986). Students thought process. In *Hundreds of research on teaching* (pp.297-314). New York: Macmillan.

Woolfork, A.(2001).*Education psychology*. Boston, MA: Allyn & Bacon.

B. Shoba Rao
Shri Krishnaswamy College for Women
Anna Nagar
Chennai - 6000 05
Taminadu
India
bshobarao@yahoo.com

Technology in Teaching English

S. Johnson Karunakaran

=====

Abstract

The two words such as “Teaching” and “Technology” are like two sides of a coin. Both of them are inevitable in contemporary scenario. We are in a world where we enjoy the benefits of technological advancements in all the spheres of life. The technology enables our lives to become much easier in the process of learning and teaching English. Teaching determines the future of the young minds. The teaching and learning experience have to be a pleasurable activity. Technology affects our life style in all dimensions. The sole objective of teaching is to take mankind intellectually to the finest level. The objective of this paper is the use of technology in teaching English. Several technological ways can be adopted for teaching the subjects in an interesting and effective way. In this paper, three major areas are focused upon in teaching the English Language.

Keywords: Teaching English, Technology and teaching

Introduction: Language Learning Process

Language is inborn. It is acquired by constant listening and speaking. The learning process starts right from childhood. In the process of learning, first, the child tries to imitate the heard words and the errors committed by the child are corrected by the parents. In the following years, it makes an effort to understand the meanings of the words. The child easily remembers it by associating with persons or objects. Thus, learning the first language is a natural process which is called “Language Acquisition”. Learning the second language is a deliberate process where the learner has to make deliberate efforts to learn the language. It is called “Language Learning”. To learn a language, it is suggested we follow the principle of “LSRW”. Listening

plays a vital role in learning the language. After passive listening, the listeners make active efforts in speaking. This order is the right way to learn the English language or any language.

Feature Films and Videos

Visual medium easily catches our attention rather than printed materials. We watch Television for two reasons such as to derive pleasure and to educate. Though the television has been much used for entertainment purposes, it can also be used to teach English in an effective way. If TV is widely used in the class room teaching, it will help learners enhance their English learning skill. A film is full of dialogues. If Indian learners get accustomed to listening to conversations in the English films, the teaching and learning undergo a revolution. Before screening the films, the teacher should identify the right kind of English films where the learner will get maximum scope to improve his/her English language. The dialogue oriented films have to be identified and such sorts of films are available in plenty. Learning new vocabularies, right articulation of words are taught to the learners using films. Thus, using short and feature-length videos is an important way to teach English as it engages the learners effectively to develop their cognitive skill and language learning skill. Videos and films help the learners to acquaint themselves to the use of natural English. The English Cartoons and animated films educate the young children and it even improves the level of English among grown-up. Several English novels are also made into films. Such films can be displayed in the class room with the sole objective to develop interest in learning the English language. The teacher may explain to the students when hard words or phrases are found in the conversations. It will be a highly interactive teaching and learning experience for the student community and also the teaching fraternity.

Plenty of videos can be downloaded from the following website “twominenglish”. It is completely free to download the files and it is all about developing the English language. The website contains more than two hundred two-minute video lessons on a variety of topics, for example, social English, business English, travel English, common mistakes in English, idioms and phrases, daily conversation usages, informal talk, grammatical areas and topics on important areas. They are in good English and those who want really to develop their English language should visit this website and download the files for the same. Though “Chalk and Duster” has its

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Johnson Karunakaran

Technology in Teaching English

own advantages, due to rapid technological development, it is considered as an outmoded tool for teaching English. When a better tool is at the reachable distance, it has to be used to the fullest possible extent. The ultimate aim is to teach English effectively, so that the learners can show interest in learning and mastering the English language.

Mobile Applications

The use of mobile technology is increasing day by day. The teaching can be done through mobile applications which help the learners to study anytime, anywhere, at their own convenience through their mobile devices. Learning English can be very difficult and frustrating at times if we largely depend on printed materials. In such cases, to mitigate our burden, mobile applications can also be used for the enhancement of teaching-learning English. In the present world, it is rare to see persons without mobile phones. It occupies much of the space in our day to day life activities. We may feel insecure and lonely without them, as we are that much dependent on Mobile phones. This technology is in a way a boon to the modern man who finds no time to read books to equip his/her English language or to attend the meetings of great English speakers. The mobile applications can aid us greatly in our desire to teach and develop the English language.

The Applications on i-Pads and tablets are great ways for students to practice English. For practicing grammar rules, apps like Grammar UP allow students to test their knowledge on important grammatical areas like verbs, prepositions, tenses and so on. Likewise, another application “speakingpalenglish” is a very entertaining and highly interactive application. It features a series of mini-lessons of approximately 5 minutes. The time is very limited and so learners “attention will not be diverted”. Students can also interact with the app through speech recognition software. It is available for download on i-phone or Android for free. In this aspect, using mobile applications which are related to English learning are welcomeable one. It is the role of the teachers who have to create awareness to their students community and make them use such mobile applications for their language development.

Podcasts

The Merriam Webster Tenth International Collegiate defines “Podcasts as a program (as of music or talk) made available in digital format for automatic download over the Internet. In simple words, it is a digital audio file made available on the Internet for downloading to a computer or portable media player, typically available as a series, new installments of which can be received by subscribers automatically. Podcasts are yet another technological gift which enables the learners to learn English quickly. It offers certain advantages. For example, the learner can listen to the audio-video files at any time of his/her convenience. It is a highly effective tool to teach the learners of ESL as they can simultaneously listen to the audio and read the transcripts of the audio. For better understanding, they can go for listening as many times as they want. Hundreds of English teaching Podcasts are available on the internet. To mention a few, “fluentu.com” offers plenty of English related videos to enrich the English language. To create interest in teaching English, the teachers are recommended to download podcasts files from the following address www.bbc.co.uk/worldservice/learningenglish/.../theenglishwespeak/ and the same can be utilized in class room teaching.

There is also another important webpage which provides plenty of podcasts to enrich our English language by visiting www.podcastsinenglish.com. This page offers audios which can be played for shorter durations and at the end, vocabulary exercises are also provided to test the understanding level of the learners. ELT podcast provides free listening material for the students to improve their English knowledge. In this page, there are several levels. For example, the first level is “ELT Podcast-Basic Conversations for EFL and ESL. It is full of theme-based dialogues and the language activities are also provided to test their level. The highly notable level is the third one which is “ELT Podcast-The Teachers” Lounge” where language teachers share their ideas about education and language teaching. The audio files will be useful for the teachers to widen their English knowledge.

Conclusion

To enhance the level of teaching, the teachers are bound to adopt innovative teaching methods. The success of teaching is to make the students to meet the technical challenges apart from the studied theoretical knowledge and also to make them comfortable in understanding the

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Johnson Karunakaran

Technology in Teaching English

concepts. The time has come for the teachers to hold the hands of technology for their effective teaching.

References

1. www.bbc.co.uk/worldservice/learningenglish/.../theenglishwespeak/
2. www.podcastsineenglish.com.
3. <https://itunes.apple.com/in/app/grammar-up-free.../>
4. <http://www.speakingpal.com/>

S. Johnson Karunakaran
Assistant Professor of English
Erode Sengunthar Engineering College
Thudupathi 638057
Erode District
Tamilnadu
India
johnsonkarunakaran9496@gmail.com

Innovative Tactics in English Language Teaching

S. Sumathi, M.A., B.Ed., M.Phil., D.G.T.

=====

Abstract

In English Language Teaching, language laboratory, e-learning, e-content, Computer Assisted Language Learning (CAL), PowerPoint presentation, and such, play an important role. Technique is the unique way of doing something. Students record their utterances when doing oral assignments such as group discussion, conducting interviews, producing features, etc. This paper discusses a few practices that are introduced in English classrooms in many colleges in India.

Keyword: Language Learning, E-learning, English Language Teaching, Language Laboratory

E-Learning

The term “e-learning” may be described as “online learning” and “virtual learning”. At home individuals are granted access to programs that offer them the ability to earn online degrees and enrich their lives through expanded knowledge.

Experience in the area of teacher training has shown that teachers attending courses about e-learning, computer notebook-classes, or teaching with new media expect demanding interactive content or multimedia applications. Apparently, teachers widely believe that in order to implement e-learning in the classroom they have to learn how to use flash or other programmes first. It is not easy to convince teachers who are often enthusiastic about and eager to work with the new media, that e-learning is actually about learning and teaching and thus requires didactics above all.

In particular in computer notebook-classes, the development from teacher-centred to student-centred learning often results in content-centred learning, which reduces the students’

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

Task Based Language Teaching (TBLT)

Just like teachers, government agencies in Asia specially the Eastern part take special interest in Task based language teaching (TBLT), a much more modern and advanced version of language teaching. TBLT in the initial stages proved very successful in the primary and secondary schools for its readymade and appealing tasks. In this connection it may be said that TBLT helped communication language teaching (CLT) to make room for itself as a language teaching technique. Many methods, techniques and approaches like Grammar translation method, audio-lingual method, functional national method etc., were used in Bangladesh in teaching and learning a foreign language. From time to time various new methods and approaches replaced the older ones with new tips, techniques and with extremely new prospects.

“In the long search for the best way of teaching a foreign language, hundreds of different approaches of methods have been devised”. (Azam 2005) In this connection the most popular and effective method which has already become the most popular in the west - communicative English, started making educators all over the globe feel “that students were not learning enough realistic, whole language. They did not know how to communicate, using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied”. (Galloway 1993) As a result, Bangladesh students who are good in English can correspond with a foreigner very smoothly in written form without any hesitation. But the same person proves dumbfounded and silent in face-to-face meeting and cannot write for journals of education and practice.

Technology in English Language Teaching – Speaking

The introduction of student computer notebooks in the language classroom has been a subject of high controversy in Austrian schools. Whereas the notebook's function in

improving students' writing, reading and listening skills has been widely accepted, it is still generally believed that in order to practice speaking, the notebook has to remain closed. The following method is going to challenge this point of view. Based on Wolfgang Scharl's discussion of sound editing in the classroom, it claims that together with a microphone and free audio recording software, the notebook can make a significant contribution to improving students' oral skills - while not making use of any pre-fabricated e-learning content. Roughly speaking, in this teaching scenario the students are required to record themselves when doing communicative language tasks such as conducting interviews, telephoning or discussing topics in small groups and to upload their contributions on the LMS (Learn Management System) platform.

Obviously, the general idea of having students actively speak a language in the face of a machine is not new. In fact, using machines to allow students to work with the target language, had been done before. In Austrian schools, the introduction of analogue language learning labs thirty years ago had compared their own utterances. Nowadays these labs are rarely used or have been removed altogether. Only in a few academic institutions have they been replaced by expensive modern computer-assisted labs, which would arguably offer a larger scope of activities, though not necessarily in the area of speaking. Any rate, the simple transition from analogue towards digital formats does not account for the innovation of the method outlined in this paper. It goes beyond the practices of the conventional language lab and is different in its overall approach.

Innovative Methods, Materials and Practices in ELT

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

These stereotype methods and teaching material make the learning a monotonous activity and create distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore, the necessity to deviate from the grand methods and materials and to use innovative material and techniques

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

S. Sumathi, M.A., B.Ed., M.Phil., D.G.T.

Innovative Tactics in English Language Teaching

of teaching has been strongly felt. Use of novel teaching techniques like miming, dramatics, creating novel activities and tasks and participating in the same and the use of authentic materials such as songs, cartoons, advertisements, sports commentaries, episode from films, local folk literature etc. Teachers can involve learners directly in the learning process by providing them direct experience by assuring their participation directly in the learning process.

By using authentic teaching material available around him and the material that is connected to the experiential and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner-friendly. The proposed anthology invites scholarly contributions pertaining to the use of innovative and novel teaching practices and materials which can be used as supplement to traditional ELT practices which need reorientation.

- Technology based innovative teaching and learning strategies
- Using innovative tasks for ELT
- Teaching pronunciation through music
- Using post-traditional method pedagogy for ELT
- ELT through blogging, E-mails and sms.

Benefits of the New Method

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

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

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

S. Sumathi, M.A., B.Ed., M.Phil., D.G.T.

Innovative Tactics in English Language Teaching

documenting their progress in the course of the academic year, thereby providing a date for the students' electronic portfolios.

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

Conclusion

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

S. Sumathi, M.A., B.Ed., M.Phil., D.G.T.

Assistant Professor

Department of English

SAC Women's College

Cumbum

Tamilnadu

India

sumathirose16@gmail.com

Impact of Mother Tongue in Learning Second Language

T. Adalarasu, M.A., B.Ed., (M.Phil.)

=====

Abstract

A group of words is being an ancient and powerful mediator to connect one man to another man that is called as a language. The learners who were learning the language to it use it properly and effectively. But in the modern world human beings are in need of learning more than two languages for Job opportunity and other reasons. Even in India most of the states, follow the three language system in the school education. Each and every one should learn their mother tongue clearly and properly, so that they learn second language easily. While children may learn the language in LSRW format, seemingly Mother Tongue (MT) intervention happens. In this paper, I discuss the problems of language learners, like obstacles they face, while learning a language with the strong impact of their mother tongue

Keywords: Mother Tongue, effective communication, Mother tongue impact, Target language.

1. Introduction

Human beings have been living on the earth from few million years ago. They used various techniques to develop themselves and equip them self by various means. They are

1. Fire
2. Wheel
3. Language
4. Internet

Language helps human beings to express their feelings and emotions to others. Communication is the greatest ability of human being. Communication has two aspects from ancient days. They are,

- Dialogue

- Poetry

The above mentioned aspects are different, but all for effective communication and better understanding purposes. Even the romantic poet William Wordsworth defined 'poetry' as: "Poetry is the spontaneous overflow of powerful feeling, it takes its origin from emotion recollected in tranquility". From the beginning till to date the world has faced various languages, in which few reached high positions, few have been going down and some languages are fully destroyed. The world has thousands of languages. But only six languages are considered as world classical languages so far. They are:

1. Chinese
2. Greek
3. Hebrew
4. Latin
5. Sanskrit
6. Tamil

In the Modern world, Chinese and Tamil languages are surviving actively (both spoken and written) among the world classical languages. The languages must be termed 'valuable' containing certain careful elements of communication. In this paper I analyse the effects of first language or mother tongue, while learning Target Language or Second Language; influence of the mother tongue and its reasons (both historical, surface and at root levels).

2. Role of English Language in India

Before the arrival of the British in India, we followed various languages, because India was in fragments of little kingdoms and the tribal fiefdoms which were all considered as separate countries. Even today, India has various languages and cultures so, India is known as The 'Sub-Continent of the World'. In India Twenty two languages are declared as National Languages. The British reign in our country, existed from 1765 to 1947. In the colonial period the British Government used English as the official language in all government offices. In that period, Government officials spoke and wrote in English. In the year 1835 Lord Macaulay decided to teach and spread the knowledge of the English Language in India through all schools and colleges.

. In the year 1844 Lord Harding ordered Indian youngsters or the persons who were educated in English schools should be given preference in the selection of personnel for government services. This was an important order for Indians' to get jobs in British Government. In this period the people who spoke English in India, might get a 'Translator' job and had the chance to be close to the British Majors and Lords and officials.

After the arrival of Lord Harding and his order, many English speaking adults were helped; the educator's standard gradually increased. The English language was not only working favourable for the British Government, but its favours were passed on to the Indian's, particularly the educated freedom fighters. Because the educated aristocratic freedom fighters belonged to various races and regions, they discussed about freedom struggle in English. Gandhiji's famous motivating quote was "Do or Die"; it reached freedom fighters that were educated in English and they spread this slogan to the whole of India. The slogan created the power to freedom fighters, motivated their minds, and it spread as forest fire. Finally we got our freedom from nearly hundred and eighty years of colonial rule. After Independence, our Indian Constitution declared only sixteen languages as National languages in India. At the same time, Hindi was also declared official language of India, because the majority people spoke Hindi, compared to the other language peoples in India. But other language peoples were strongly opposed to this decision; the Indian Government faced many riots and negative comments against it; finally our first Prime Minister Jawaharlal Nehru assured the Indian people, who are non-Hindi speaking that English will continue as the Associate Official language of India till the non-Hindi speaking people were ready to accept Hindi to take over. This assurance is still followed and exists in India. Thus English indirectly turned mandatory for communication, both official and business (though many in the north use only Hindi in the government offices and in the parliament).

The Government of India appointed various commissions for education to discuss the need of English for the Indian Society. The committees have evaluated the students' education levels and have assessed the English language and its importance for India in the Modern world; then they submitted their report to government. The committees are given below:

1) National Integration Commission (1962)

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

T. Adalarasu, M.A., B.Ed., (M.Phil.)

Impact of Mother Tongue in Learning Second Language

- 2) The Indian Education Commission (or) the Kothari Commission (1964-1966, they submit their final report in 1966)
- 3) National Policy of Education (or) the Acharya Ramamurti Committee (1986, it was modified in 1992)

English language predominates, various areas like Literature, Business, Communication, Education, Job opportunity and so on. There are a few things that have been planned as courses such as:

- ✓ English for Specific Purpose (ESP)
- ✓ English for Academic Purpose (EAP)
- ✓ English for Occupational Purpose (EOP)
- ✓ General English (G.E, All universities of India in U.G. Courses)

3. Impact of Mother Tongue in Learning the Second Language

English language is the Second language of India. The second language Teacher not only teaches the language, but also the culture, and social history of the English people, and teaches the learners to survive. Second language learning is not an easy process for any human being, because human beings are not ready or never want to learn the second language without some specific purpose. As for mother tongue learning concerns, learning is properly done without any emergency and people learn their mother tongue in LSRW (Listening, Speaking, Reading, and Writing) method. Mother tongue learning is an inborn skill. Mother is the first teacher to the child, and from her the child learns the mother tongue. English language rules the world in various fields, but other language peoples learn English with much difficulty, because it's not a language such as Tamil and other classics. English has undergone changes from time to time. The English language has 26 Alphabets and 44 sounds. International Phonetics Association (IPA) creates the phonetics for students to learn clearly about speech sounds around the world. In literature, there is a method to taste other language literatures through 'Translation'. The Translator must be well versed in Source language (SL) and the Target language (TL) and also know about the culture, social, historical and religious aspects of both languages. The scholars sometime can't translate some words from Source Language (SL) to Target Language (TL). When the translator can't get an equalant word, the translator has two options,

- Trans creation

➤ Transliteration

At the same time, in second language teaching, teachers and learners face various obstacles. Few of those problems are given below:

- ↑ The second language learners don't learn the target language in the natural way as their Mother tongue.
- ↑ In the school level second language learners are in the beginning stage of language learning. So, their aim is only to pass in the public exams. They are not interested to learn the second language thoroughly.
- ↑ The second language learners are influenced by mother tongue and so they are not able to reproduce the perfect and correct pronunciation of the second language.
- ↑ The second language learners are confused in the grammar rules, between their mother tongue and the second language learning.

For example: I am going to shop. (SVC). S (I) V (am going) C (to shop) pattern. But this pattern changes in Tamil language as, நான் (S) கடைக்கு (C) போகிறேன் (V).

- ↑ The second language learners face the language for the first time and so they are not well versed in the vocabulary of the second language.
- ↑ Some languages have multiple words for one meaning.

For example: The term 'Cloud' has two terms in Tamil like முகில், கார்.

- ↑ The second language learners must not only learn second language, but also the culture of the language. Because some terms are created based on culture.

Ex: விழுதி, தாலி. No equivalent word can be found in target language (culture).

- ↑ The second language learners will commit some natural mistakes in stresses. The learners are sometime not able to stress properly many words, terms, and phrases in the Second language.

Ex: We can see the Karelian people's pronounce the term 'Office'; they stressed the 'O' sound.

4. Some Remedial Steps to Help the Second Language Learners

- ⇒ The second language learners must be given regular practice in the second language just as mother tongue.
- ⇒ The second language learners must learn the second language by their own interest.
- ⇒ The second language learners must listen CDs, Audio's, Movies and other teaching Aids which are the basis of the second language.
- ⇒ The second language teachers should try to take classes to help easy understanding and usage by the learners.
- ⇒ The second language learners are not trying to search equal words in the second language which is the basis of cultural elements. Sometimes few words are formed at base with the meaning of the terms, the terms are known as Trans-creation and Transliteration.

Ex: Sacred ashes (விபூதி), sacred yellow thread (தூலி).

- ⇒ The second language learners of English must understand the versions of British English and American English

Ex: 1) Lorry = Truck,

2) Biscuits = Cookies.

5. Conclusion

Language learning is the longest and the most fruitful process for the teachers and the learners. The language is a valuable tool in the communication process. In the modern world all the languages are modified to be very short in messages and social networks.

Ex: 'Good Morning' = 'Gud Mon'.

'YOU' = 'U'

'ARE' = 'R'

Languages help us express our feelings and emotions properly to other humans easily and effectively. The language learner must learn the language clearly and thoroughly. The second language learners are able to learn the language like their mother tongue, until the second language learning becomes a burden, not a joyful thing. The English language is

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

T. Adalarasu, M.A., B.Ed., (M.Phil.)

Impact of Mother Tongue in Learning Second Language

known as 'Lingua Franca' (Queen of Languages), because 320 million native English speakers and 200 million speakers use English as a Second language in the world. The Second language learners are not only learning the new language, but also the culture and social history of the country. Language students should learn their target languages with joy, using the Mother tongue as tool for Second language learning; and teachers must help the learners learn English through fun activities and projects.

=====

References

Strandgard.D.J. Innovations in the Teaching of English Paper-I (Special English), January 2014(reprint), Sri Krishna Publications, Chennai.

Strandgard.D.J. Content and Methods of Teaching English Paper-II (General Paper), October 2013(Second Edition), Sri Krishna Publications, Chennai.

<http://www.goodreads.com/quotes/4447-poetry-is-the-spontaneous-overflow-of-powerful-feelings-it-takes>

=====

T. Adalarasu, M.A., B.Ed., (M.Phil.)
Shanmuga Industries Arts and Science College
Tiruvannamalai 606601
Tamilnadu
India
arasu2791@gmail.com

Innovative Methods of Teaching English Language

Dr. N. Geethanjali
Ms. T. Vembu, Research Scholar
B. Raguraman

=====

Abstract

Teaching and learning are the two sides of a coin. Learning is a continuous process from the womb to the tomb. A method of teaching plays an important role in the learning process. The process will not be fulfilled until the learner gains knowledge from the subject. Because the purpose of teaching is not only to make the students to get marks, but also to enhance the skills and practical knowledge of the students. English is the second and official language in our country. It is the one and only language which rules the world. The so called global language doesn't give knowledge alone, but also name and fame in the society. Teaching the second language is a difficult task for the teachers. This paper deals with the various innovative methods of teaching English language.

Keywords: Teaching English, Innovative methods, Language skills, Language Learning process

Introduction

The function of teachers is to help the students to learn by imparting knowledge. It is the role of the teacher to remove the ignorance. No teacher should fall into a monotonous pattern of presenting the same kind of lesson. This is a very competitive world. As per Shiev Khera's words "winners don't do different things. They do the things differently". Blindly following the traditional methods would not give better results in education.

"Tell me, I forget

Teach me, I remember

Involve me, I learn"

Involvement of the students makes the teaching effective. In traditional methods, students are only the passive listeners. Creativity only shows the individuality of everyone. Implementing innovative methods in Teaching-learning process would make the students more active in the class room.

Multi-media

Nowadays everything is computerized. People search the Internet to clarify the doubts in all the areas. Using multi-media in the teaching field will make the learners update their knowledge in the relevant subject. It is the combination of various digital media types such as text, images, audio and video into an integrated multi-sensory interactive application or presentation to convey information to an audience. The teacher uses multimedia to modify the contents of the material. It will help the teacher to present things in a more meaningful way. Visualizing takes the uppermost place in this method. They believe what they see visually. Instead of explaining, the teachers can use this method to make the learners to understand by visualizing.

Teaching Through Games and Humour

Games which are task based and have a purpose beyond the production of speech serve as excellent communicative activities. The aim of all language games is for students to use the language. However, during game play, be clear to use the target language to play, persuade and negotiate their way to decide results. This process involves productive and receptive skills. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

Being humorous is a challenge. Humour in teaching is an effective tool for teachers. Humour has the ability to relax people, reduce tension and thereby create an atmosphere conducive for teaching and learning. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisement. It is also important to have humour to teach effectively.

ICT in Teaching

ICT stands for Information and Communication Technologies. It is defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information”. These technologies include computers, the Internet, broadcasting technologies and Telephony. It pushes the learners to participate enthusiastically, helps to improve their knowledge, leads to socio-economic development of the nation and global competitiveness. It is a very powerful tool for extending educational opportunities. ICT has access to remote learning resources. Teachers need not carry the printed books or other materials for their educational needs in the modern world. With the Internet and the World Wide Web, a wealth of learning materials can be accessed from anywhere at any time of the day. ICT's can enhance the quality of Education in several ways.

Computer and Internet in Learning

The Internet plays a significant role in the lives of everyone. Learning Computer and Internet combines learning about them with them. Technology based learning helps the students to learn across the curriculum. Learning with the help of the Internet offers a wide range of benefits. Internet Education offers a world of information in one place and allows people to carry research on any topic without spending too much time on various books and course materials. It allows people with limited financial resources and the constraints to pursue higher studies without investing too much time, money and energy. It helps individuals in acquiring skills in handling technological communication and undertaking effective research in different types of subjects. This mode of learning eliminates all barriers and helps students to get access in education.

E-Learning

E-learning is defined as an interactive learning in which the learning content is available online and provides automatic feedback to the students' learning activities. Online communication with real people may or may not be included, but the focus of e-learning is usually more on the learning content than on communication between learners and tutors. E-learning could be viewed as an online descendent of computer based training (CBT) and computer aided instruction (CAI). It incorporates innovative and creative approaches to

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

Dr. N. Geethanjali, Ms. T. Vembu, Research Scholar and B. Raguraman
Innovative Methods of Teaching English Language

instruction and provides unprecedented access to resources and information. In this learning student can assume control of their learning experience and use it to suit their own specific needs. The use of a variety of multimedia in e- learning increases student involvement and reinforces the learning experience. It is a convenient way to receive education and training.

ICT in Language Teaching

English is the Universal and global language. It is also the dominant language of the Internet. Maximum percentage of online content is in English. The latest Technology available to the language teacher is the computer.

Word Processing

There are so many advantages in using a word processor. Teachers can create many innovative thoughts to improve the language skills of the students through word processing. Students can be taught to make presentations with the help of computers. They can use texts and graphics in their presentations. Students should be given the right software, so that they can compare their own pronunciations to that of native speakers of English. Language laboratories are very essential for the learning of a foreign language.

Conclusion

Innovative ideas in teaching and learning process can make wonders in the Education field rather than following the traditional methods. The quality of Education must be improved to enhance the skills and practical knowledge of the students. Creativity of the teachers only helps the students to be active in the class room to make the teaching-learning process more effective.

References

1. Boud. D and Fleletti G. the Challenge of problem- based learning. Condon.1999
2. Jonasson D.H., Peck. K. Land Wilson. B. G Learning with Technology: A Constructive perspective, New Jersey Merrill / Prentice hall 1999
3. Hofstetter F.T Multimedia Literacy New York McGraw-Hill 1995

Dr. N. Geethanjali

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

Dr. N. Geethanjali, Ms. T. Vembu, Research Scholar and B. Raguraman
Innovative Methods of Teaching English Language

Associate Professor
Periyar EVR College
Tiruchirappalli 620023
Tamil Nadu
India

Ms. T. Vembu, Research Scholar,
Periyar EVR College
Tiruchirappalli 620023
Tamil Nadu
India

B. Raguraman
Assistant Professor
Kongunadu College of Engineering and Technology
Thottiyam
Tholurpatti 621215
Tamil Nadu
India

Guidelines to Learn and Master English Language Especially Spoken English

Dr. T. Smiles

=====

Abstract

English language learning can really be fun, provided the learners are prepared to follow certain techniques with the right kind of mindset. ELL (English language learning) includes ESOL (English for speakers of other languages), EAL (English as an additional language) and EFL (English as a foreign language) learners. Learning and mastering Language learning, any language is a continuous process. The first and foremost decisive factor is an inherent thirst for language acquisition among the English Language Learners. Secondly, there has to be an uncompromising willingness to make mistakes like a child while learning the language. Thirdly, one should be aware of the fact that English language is unlike Tamil language (for that matter any regional language in India) as far as the relation between the alphabets and their corresponding pronunciation is concerned. Fourthly, the need for continuous passionate practice with all sorts of people who know some or almost perfect English has to be understood. Finally, the fifth and the most important point is to put into use all that has been learnt for continuous English language skill refinement.

Keyword: Language learning, Language acquisition, Language skills

Be Passionate and Committed

People all over the world are very clear now that there is no need for any prejudice against the usage of English language. The entire world has been using English language and its inevitable and enviable place is felt in India too. Though the origin for the extensive usage of English language in India is a British legacy, the deep rooted usage of this language cannot be done away with in the present multi-lingual Indian and International scenario. In this context, for

Indians, it is wise to find ways to learn and master the English language in order to be a citizen of the world and also be a successful individual in the field of one's own choice.

First of all, the decision to learn and master the English language should highly be a self motivated and passionate one. The opportunity for the exposure to English language varies from person to person. All the school going children in their impressionable years do not get the same kind of exposure to English language. Schools located in metropolitan cities and district head quarters have more emphasis for English language atmosphere. Also, it cannot be denied that even some schools located in rural locations attract young learners and their parents with English medium tag. It can even be concluded that the craze for English medium education has seen the mushroom growth of so many private English medium schools. Except the metropolitan and some second tier city English medium schools, most of the other English medium schools do not seem to impart satisfactorily English language skills. The main reason for this fact could be the lack of English atmosphere in the schools. Teachers themselves do not appear to be motivated and some of them even lack the required language skills and the school managements also do not pay enough attention to the basic requirement which is English only atmosphere.

If one does not find enough commitment for English only atmosphere in English medium schools, how is it possible in vernacular medium schools where English language is taught just for exams' sake. Only when students enter higher education institutions where all the subjects are taught in English, except some, most of the students find it difficult to cope with the language learning. In order to facilitate young children to speak or use English language, managements of schools have to play the pivotal role in creating English only atmosphere by appointing teachers who are highly motivated, and equipped with the required language skills.

Be Childlike and Make Mistakes

Secondly, there has to be an uncompromising willingness to make mistakes like a child while learning the language. English language learners should know that no language can be learnt without making mistakes. A sympathetic approach is very important from the teachers' end. Unless a friendly atmosphere is created, learning anything, especially a language, is likely to be strenuous. Here the approach "fluency over accuracy" is strongly recommended, until a time,

the learners become really comfortable in expressing themselves without any inhibitions. Let the students be taught to think in English and express in English. Examples to think in English could be: to encourage the learners to talk to themselves in English, to count numbers mentally in English, visualize things, make plans and actions in English. By this practice the gap between the thinking process in English and the action of speaking in English becomes narrow and becomes nil in course of time. So the air around the learner must be vibrant with opportunities.

Be Open to the Uniqueness of English

Thirdly, one should become aware that English language is unlike Tamil language as far as the relation between the alphabets and their corresponding pronunciation. For the beginners of English language, the pronunciation of words may be a big challenge. Initially the learners can be accepted without any complaints as they struggle with pronunciation and grammatical errors. Unless some confidence is instilled, it is difficult to make learners continue to express themselves in English language. It is worth considering the idea of explaining how all the Tamil letters are pronounced as they are written, whereas, how the 26 English alphabets produce 44 different sounds: 12 pure vowels, 8 diphthongs and 24 consonants is really amazing.

Practice Makes Perfect

Fourthly, the need for continuous passionate practice with all sorts of people who know some or almost perfect English has to be understood. Let people who want to master English be on the lookout for people with whom they can communicate in English and also for occasions which throw opportunities to express themselves in English. In order to strengthen speaking skills, one has to have good vocabulary. Reading newspapers, listening to newscasts, watching English news channels and select English films with subtitles help people become confident and articulate in course of time.

Take to the Skies

Finally, the fifth and the most important point is, to put into use all that has been learnt for continuous English language skill refinement and application. When a new- language learning novice graduates to be an expert in course of time, he finds that all the four skills Speaking, Listening, Reading and Writing are needed to strengthen each other and no particular

skill can be learnt in isolation. The advantage of living in the modern world is to exploit the help one can get from technology. Both print and visual media can be good sources for English language learning. There are a number of English language enhancement columns in newspapers. English Blues and Know Your English are the regular weekly columns published in The New Indian Express and The Hindu respectively. Learning disparity, opportunity chasm and the achievement gap must be filled with acquired equity. Shedding all the inhibitions, if the learners of English language find ways and means with the help of language facilitators, they are bound to fly to new heights. Let the first and the right step of using the first few words in English take place for an enriching experience of extensive use of English language.

=====

Dr. T. Smiles
Prof. / Head
Department of English
Velammal College of Engineering and Technology
Madurai 625009
Tamilnadu
India
tsmilesmdu@gmail.com

The Importance of Group Discussion and the Role of Participants

Dr. D. Nagarathinam & Prof. L. Lakshmanan

=====

Abstract

Group Discussion (GD) plays a major role in selecting the final candidates in any interview for the **Corporate**. It is also a method used to test the fluency of a candidate. It is used for **testing the potential** and the behavioral aspects of the candidates which reflects the **inherent quality** of the candidates. It is a modern way of **assessing** the student's personality. GD is a forum where people sit together to discuss a topic with the common objective of finding a solution for a problem or an issue that is given. GD is conducted to measure certain attributes in a candidate such as content, communication skills, group behavior and leadership skills. The students have to be very fluent **in English** if they want to participate in a Group Discussion. In any group discussion the students are required to speak constantly on a topic, so good communicative skill is a must.. The speech should be without grammatical errors. Use of appropriate **vocabulary** would be an added advantage. Group discussions are also conducted to test the candidates fluency, pronunciation and communicative skills. Listening carefully is another important aspect of a group discussion. In any group discussion the candidates are required to listen to others. If the candidate's listening skills are poor, then they won't be able to concentrate. Effective listening would help the candidates respond to others in a better way. This paper presents **the importance** of the GD and the **role of the participants** in the GD in a detailed manner, so that this paper will be helpful for the students community those who want to participate.

Key words: group discussion, role of participants, vocabulary usage, fluency

Introduction

A group discussion is a very important round in any selection process be it for an MBA course, campus recruitment etc.. In the job arena, various companies utilize this selection tool in different ways, like some conduct GD after written test and before the interview, others may conduct it even before the written test. The Group Discussion (GD) is a form where people sit together and discuss the issue administered to them with the common objective of discussing in a whole some way. It is very important to note down the topic as the exact wording. The group discussion allows the selectors to judge the individual's performance and behavior in a group. In a typical group discussion, there are **8-10 participants** seated in semi circle or a U shaped arrangement. Occasionally there might be a round table for a group discussion. The panelists sit in front of the group or in the case of a round table, they may observe the group from a distance. **15-20 min.** is usually given for a group discussion. Some Corporate / Institute conduct the group discussion for an hour. There are a number of **roles** that a candidate can play in a **GD such as Initiators, Data Giver, Criticizer, Supporter, Listener, Questioner, Traffic Policeman, Spectator and Leader (Coordinator)**. It has been observed that many candidates act or behave in a certain way or make their points in a particular manner. English is the most common language spoken everywhere. During the Group Discussion, the panel essentially **evaluates** the candidate's potential to be a leader and also his/her ability to work in teams. In today global Scenario, the engineering students and practitioners need to enhance not only their **English** communication skills, but also **soft skills**, in order to meet out the competition and to have a Edge Over the Competing corporate world. **‘Be Different’** is the success in mantra in GD.

English Communication Skills

English communication skills are considered as **‘Survival Skills’** in the modern 21st century. Communicating in English in our globalizing world allows us to be a successful person. It can allow us to understand people all over around the world, gain knowledge from new technologies. With the help of developing technology, English plays a major role in many Spheres of Knowledge sectors including medicine, engineering, and education, which, in our opinion, is the most important arena where English Importance is stressed.

Soft Skills

Soft skills are non-technical, interpersonal and communication skills required by an engineer to successfully solve problems and apply his technical skills. Soft skills are very important for all the students who need to develop their potential in different programs. Students should be motivated to be trained in soft skills in latest training methods using Information Technology and advising to read dedicated books, attending courses, joining groups to broaden their horizon, like debating societies. The best way is to incorporate soft skills training along with other subjects in the academics. Some of **soft skills are**: communication skills, critical thinking, Problem Sensing, Problem solving skills, creativity, team work capability, self responsibility, etiquette and good manners, etc..

The Importance of the Group Discussion

Most organizations today are aware of the skills and knowledge that they look for in a candidate while screening. Group discussion (GD) has become an integral part of the selection process, post the written tests, in top B-schools in the country. It is conducted not only by the IIMs (Indian Institute of Management), but also by other top B-schools — FMS, IIFT, IMT-Ghaziabad, MDI-Gurgaon, S.P. Jain Institute of Management and Research, TAPMI and K.J. Somaiya Institute of Management. This was not the case a couple of years ago. Group Discussion has been a part of the Selection process for admission into most of the top Business Schools. Most of the other companies also used to conduct GD while selecting candidates for marketing related Posts. Today, almost every company, (including **TCS, SATYAM, WIPRO, INFOSYS, INFOTECH, ORACLE, CTS, CANBAY, POLARIS, etc**) both IT and non-IT companies has GD as part of their selection process. Earlier, some of the Pharmaceutical Companies **like Ranbaxy, Glaxo, Cipla, Lupin**, etc used to conduct Group Discussions as a part of their Screening Process for Selection of Medical Representatives. The skills that are usually assessed in a Group Discussion are:

Communication Skills

Interpersonal Skills

Leadership Skills

Motivational Skills

Team Building Skills

Tolerance to Ambiguity

Listening skills
Presentation Skills
Analytical / Logical skills

Tips for Students to Crack Group Discussion

Here are some important tips to crack GD:

- On the day of GD, wear formal clothes.
- Be confident but avoid being over- confident
- Talk sensibly. Avoid superficial talk
- Listen carefully and speak only at the appropriate time
- Be very sure of what you are speaking
- Use easy-to-understand English
- Speak loudly and clearly
- Do not be deterred by other members' aggressive or submissive behavior
- Accommodate diverse view points
- Put forth your points without being aggressive
- Give importance to others view. However, stick to the point you have made.
- Do not allow yourself to be diverted by other peoples points
- Do not be distracted. Your concentration should be solely on the discussion
- If you do not know something, keep mum.
- Don't get excited / aggressive during the discussion.
- Try to maintain a balanced tone throughout time.
- Try to contribute maximum throughout the discussion
- Try to be the first and the last to speak

Read as much as possible. Have good and sound knowledge on numerous topics. Watching documentaries on various topics will help here. Improve your vocabulary. This does not mean that the students use heavy and big words, but it means that the students will be able to understand the topic better and contribute effectively

Take care of your dressing as well. Don't wear flashy clothes while going for a group discussion or interview. Female candidates should also avoid cagey makeup or flaunt heavy jewelry. The clattering sounds of bangles sometimes act as a disturbing element in formal discussions. Be in professional attire and avoid loud colors.

Dos and Don'ts in Group Discussion

1. Keep eye contact while speaking.
2. Allow others to speak.
3. Speak Clearly.
4. Make sure to bring the discussion on track.
5. Listen carefully to others.
6. Don't interrupt in the middle.
7. Don't take the discussion personally.
8. You need to be assertive.
9. Be as natural as possible and don't try to be someone you are not.
10. Be alert always.
11. Never be rigid in group discussions.
12. Well, Nice, I do agree with the point, It would be better to add my suggestion such phrases can be used during the discussion.
13. Don't bluntly refuse others' points, Deny their points politely.
14. Keep cool and calm.
15. Body language shouldn't divert other participants attention.



Figure 1 : Students Participation in a Group Discussion

Participants' Roles in a Group Discussion

There are a number of roles that a candidate can play in a GD. It has been observed that many candidates act or behave in a certain way or make their points in a particular manner. Figure 1 shows the students participation in a GD. Let us discuss some of the roles that the candidates may choose to play:

The Initiator

The Initiator is one who Initiate the GD is a big plus. But keep in mind – Initiate the group discussion only when you understood the GD topic clearly and have some topic knowledge. Speaking without proper subject knowledge will bring bad impression about the Initiator. Do not think speaking in the beginning is enough. You need to participate actively throughout the discussion. The Initiator will get high score.

The Data Giver

The person playing the role of a data giver provides all the statistics and data relevant to the discussion. The student must try and go beyond and just giving data is not sufficient for GD. He seems to be a '**talking newspaper**' or '**talking journal**'. He will get medium score.

The Criticiser

Some participants play this role, in which they contradict or criticize the points that others make. These participants may not bring sufficient and impact points of his own. He merely responds to the points that others make. He unlikely to score well. If the Criticiser has brought sufficient and substantial points on his side he would get good score.

The Supporter

These participants play an opposite role to the Criticizer. Here, participants agree with or support the points that others make. Those participants do not make sufficient and impact points of their own. Hence, just like above, they are unlikely to score well.

The Questioner

Rather than make points of his own, the 'Questioner' asks others questions. The participant seems to almost play the role of an interviewer. Since he doesn't make substantial points of his own, the evaluation panel is not going to be too impressed .

The Traffic Policeman

This person behaves like a traffic policeman and tries to control the flow of other participants. He makes a number of gestures with his hands, trying to stop someone from speaking. Do not stop others from speaking by raising your hands. These participants are unlikely to score well.

The Spectator / Audience

He/she does not make any contribution, except nodding their heads or saying 'Hmm' almost to themselves and they will not open their mouth. Such participants unlikely to get selected..

The Leader

This is the role that the participants should try and play. Keep in mind that if a participants wish to be recognized as the group leader, then he must try to initiate the discussion and provide a structure to the discussion for GD. The Leader may try and lay the framework or boundaries of the discussion. The Leader must give adequate examples to support his views and could try and manage the 'flow' of the discussion. In the end, the 'leader' may try and summarize the discussion and review all the ideas discussed.

The Summarizer

GDs are left without a conclusion, and it isn't even essential that a group reach one. Remember that a GD is about getting to know one's personality traits and it is the process, even though not every GD is concluded, every one is still summarized. This person tries to summarize the discussion at the end. Remember that this could be a good strategy, but the participants also must participate during the course of the discussion. While summarizing no new points should be

taken up. The summarizer must not share his own point alone and he should not depend on one side. The summarizer should incorporate all the important points spoken and it should be brief and concise.

Evaluation Method

Group Discussion Evaluation sheet is prepared based on the data given below:

Date: 28.1.2016. **Time Slot :** 2.00 P.M. to 3.00 P.M. **Group :** D

Topic: Is Science a boon or a bane to Society ?

Evaluators: Dr.D.Nagarathinam & Prof. L.Lakshmanan.

PARAMETER	Weig htage	Cand 1	Cand 2	Cand 3	Cand 4	Cand 5	Cand 6	Cand 7	Cand 8
Content Subject knowledge	.25								
Creativity and originality	.10								
Voice Tone and pitch	.10								
Body language Posture Eye Contact	.05								
Analytical Ability	.05								
Fluency	.05								
Initiative	.05								
Leadership	.10								
Group Behaviour	.10								

Enthusiasm	.10								
Listening	.05								

GD Evaluation Sheet

Date: _____ Time Slot: _____ Group: _____
 Topic: _____
 Evaluator: _____

Rating

1	2	3	4	5	6	7
POOREST	POORER	POOR	NEUTRAL	GOOD	VERY GOOD	EXCELLENT

- 1. Contents:** Give details with examples, reasons and opinions.
- 2. Speaking English:** Use English as much as possible and give others a chance to speak, too.
- 3. Voice:** Speak with good pronunciation, good rhythm, good intonation, and a clear voice.
- 4. Body language:** Good posture, good eye contact, natural gestures, and appropriate facial expressions.
- 5. Participation:** Interact with others: *"I see."* *"Oh, really?"* *"How about you?"* *"That's interesting."* *"I have a question."* *"Could you repeat that, please?"* *"Pardon me?"* *"Me, too!"* *"I agree."* etc.

Candidate who does not speak anything in the GD will not be rated on any of the above-mentioned parameters. A candidate should be rated 1 or 7 only when s/he is exceptionally bad or good. Different parameters on which a candidate will be evaluated are mentioned in the sheet above. The weight ages allotted to them are mentioned in the first column for e.g. the weight age awarded to content is 25 per cent, creativity is 10 per cent, body language 5 per cent etc.

Conclusion

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Dr. D. Nagarathinam & Prof. L. Lakshmanan

The Importance of Group Discussion and the Role of Participants

Group discussions are common in Corporate, Multinational Companies and have a variety of purposes, from planning an intervention or initiative to mutual support to problem-solving to addressing an issue of local concern. A good group discussion leader has to pay attention to the process and content of the discussion as well as to the people who make up the group. The corporate sector's Group Discussion provides an opportunity to share the ideas in a positive environment which result in job opportunity. If the students are relaxed with well preparation, they will more likely to feel confident and they can enjoy group discussion and can present themselves in a successful manner. The reading habit and English communication skills among students will enhance their skills in group discussion. To conclude, the soft skills program is about enabling and empowerment. To conclude, the Group Discussion is about enabling and empowerment.

References

1. Dr. Shikha Seetha, "Necessity of Soft Skills Training for students and professionals", International Journal of Engineering, Business and Enterprise Applications (IJEBA), March-May, 2013, PP.171-174.
2. P V Dharmarajan, Rajkumar Pachigalla and Koundinya Lanka, "The Significance of Inculcating Soft Skills in Students in the Process of Teaching Hard Skills", International Journal of Applied Research & Studies ISSN 2278-9480, Vol.1, Issue II, Sep-Nov.2012.
3. The Importance of Group Discussion in Interview, The Hindu, The Education Plus, Oct, 3, 2011.
4. www.soc.iastate.edu/extension/pub/comm/SOC3.pdf
5. www.charleswarner.us/articles/grproles.htm

Dr. D. Nagarathinam

Principal

dnagarathinam1960@gmail.com

Prof. L. Lakshmanan

Visiting Professor

laxmanmegalai@gmail.com

Theni Kammavar Sangam College of Technology

Theni - 625 534

Tamilnadu

India

Language in India www.languageinindia.com ISSN 1930-2940 **16:4 April 2016**

Dr. D. Nagarathinam & Prof. L. Lakshmanan

The Importance of Group Discussion and the Role of Participants