



# THENI KAMMAVAR SANGAM COLLEGE OF TECHNOLOGY

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Kammavar Nagar , Koduvilarpatti, Theni Dt- 625 534.

## Select Papers Presented in the National Seminar on NEW PERSPECTIVES IN ELT 2018

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

### *New Perspectives in ELT - 2018*

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**D. Nagarathinam, Ph.D.**

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

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***New Perspectives in ELT - 2018***

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**Greetings from Er. S. Namperumalsamy, B.Sc., B.E.**

**Secretary**

**Theni Kammavar Sangam College of Technology**

**Theni 625534**

**Tamilnadu, India**

Mastery of English has become very important all around the world. We have a long history of teaching and learning English in India. Yet we also recognize the need to upgrade our teaching methods, textbooks, examination formats, classroom interaction, using English in real life situations, and teaching various disciplines through English and so on. We need to help our first generation students in all levels of education to learn and improve their skills in using English to meet the challenge of globalization in all economic and social activities.

I am glad that the Department of English, Theni Kammavar Sangam College of Technology continues its pursuit to identify new perspectives in teaching and learning English through annual national seminars. This volume presents the Select Papers Presented in the National Conference on NEW PERSPECTIVES IN ELT – 2018. These papers are now made available through a leading international online journal Language in India [www.languageinindia.com](http://www.languageinindia.com) for the benefit of teachers, textbook writers, research scholars doing research on teaching and learning English as a Second/Foreign Language. I am very happy that the papers contained in this volume focus on problems faced by rural and bilingual students as well.

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-2018 as well as the participants of the conference.

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**D. Nagarathinam, Ph.D. and R. Vani, M.A., M.Phil. (Eds.)** ***New Perspectives in ELT - 2018***

**Greetings from the Secretary Er. S. Namperumalsamy, B.Sc., B.E.**

## **Editors' Foreword**

This volume presents the selected papers from the National Conference on NEW PERSPECTIVES IN ELT - 2018 conducted by Theni Kammavar Sangam College of Technology, Theni, Tamilnadu, India in January 2018.

University and College teachers and researchers from Tamilnadu and adjacent states participated in this conference. Many Ph.D. and M.Phil. Scholars as well as both post-graduate and under-graduate students majoring in English from colleges in Tamilnadu also attended this conference.

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. Several papers focus on the contexts in which rural and bilingual students learn English in Tamilnadu. The need to help first generation school and college students was emphasized. 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 - 2018. We are grateful to our college authority, especially our Secretary of the College, **Er. S. Namperumalsamy, B.Sc., B.E.**, 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](http://www.languageinindia.com) is publishing the volume of selected papers. With their cooperation, papers are available all over the world and also indexed in leading data bases.

### **Editors**

**D. Nagarathinam, Ph.D.**

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

## **Problems in Learning English from the Learners' Perspective**

**R. Abirami, I M.A. English and M. Devi, I M.A. English**

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### **Abstract**

The English language is one of the most popular languages to learn. Perhaps the most widely-spoken language around the world is English. Listening comprehension and spelling in English are more difficult and more important for the learners of English. Listening is the skill generally more frequently used than reading and writing skills. Students may face various difficulties and problems in learning English. They make a variety of mistakes in English pronunciation, grammar, orthography and vocabulary usage.

**Keywords:** Learning English, Vocabulary, Difficulties, Pronunciation, Channel, Prospective.

### **Introduction**

The ability to communicate effectively in English is essential for today's world. Language is a very important means of communication. It sharpens people's thoughts and guides and controls their entire activity. However, it may be very difficult for some immigrants to learn and use English and they may show very little progress over time. There are so many factors which affect the process of learning a second language which include, among others, attitude, self-confidence, motivation, classroom conditions, environment, family background, etc.

### **Objective of the Study**

The principal aim of the study is to deal with variety of possible reasons for the difficulties.

### **Hypotheses**

The following are the hypotheses of the present study: i) To provide guidance for future among students. ii) To present the ways to improve the declining conditions of learning English as a second language.

### **Research Questions**

This study aims at answering these questions.

- 1) What are the obstacles in learning English as a second language faced by the intermediate level learners?
- 2) How these obstacles can be removed among the learners of English as a second language?

3) How the recommendations of this study can be implemented by parents, teachers and students for learning English as second language?

## Discussion

Obstacles or difficulty means a concept with objective and subjective validity. It is defined as a task that requires or labor to solve problem/s. In the light of such observation, obstacles may be measured in many ways. This study is going to explore the obstacles in learning English academically.

Obstacles and problems in learning arise when there is no when students do not have adequate practice and knowledge of grammar.

Learning English at the intermediate level is concerned only with the obstacles that a learner faces during reading and writing English for qualifying his examination.

At the intermediate level, English is being taught as a compulsory subject, and so in this context, obstacles mean the problems, hurdles and difficulties in the way of learning English at this level.

Examination system, students' weak position and foundation in English, large size classes, passive learning, uninteresting, lengthy, difficult syllabi, the poor performance of the English teacher and old methodologies are considered to be major problems in learning English.

A language has four skills, namely, listening, speaking, reading and writing. The disability or competency over a language varies as the diversity of the socio, linguistic division in this world.

As Morley has observed, listening becomes more complex and more difficult in a place where it is used as a non-native language. To some extent it is clearly seen that contextual facts bring in hindrances in the way of learning English. People often do not like to avoid the interference of their own language and they prefer to use such a mixture in their daily life. Their attachment to their own language is a naturally acknowledged fact.

## Summation

The study has come to the conclusion that there are obstacles in learning English at the intermediate level more among the male students of the public sector colleges in our country, more through code mixing in which students' mother tongues are frequently mixed with words and select English phrases. It is important for learners to avoid mixing of words, etc. in using English.

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## **Blog: English Teacher's Arsenal**

**Mrs. M. Akila, M.A., M.Phil., B.Ed. and S. Raja Jothi, II M.A. English**

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### **Abstract**

Blogs are one of the finest ways to inscribe one's thoughts. Blogs not only pave a means for the creative writers to file their psyche but also help the teachers of English language to train their students in English, a foreign language, in a more animated way. In the present era, technology has become a part and parcel in the lives of everyone. English teachers can use blogs as their arsenal to sharpen the wits of the students. The teacher by posting an article in the blog can effectively and entertainingly enhance the LSRW skills of the students. With the help of blogs, the teachers of language can easily trap the attention of the students.

**Keywords:** English, learning, blog, animated, technology, entertainingly, LSRW skills

### **Introduction**

People cannot live without communicating with others. Sharing our thoughts and opinions is inevitable as breathing. Learning English has become mandatory for the people all over the world. Students cannot deny English in learning as it is the global language.

### **Objective of Study**

The main aim of this paper is to inculcate enthusiasm and interest among the students in learning a foreign language through blogs.

### **Hypotheses**

The following are the hypotheses for the study i) make students access technology ii) take students away from classroom atmosphere.

### **Research Questions**

1. What is a blog?
2. How is technology inevitable in the modern era?
3. How does blog inculcate interest among slow bloomers as well as dynamic students?
4. What is LOC method?
5. What is the outcome of this study?

### **Discussion**

A blog is a diary-type commentary usually presented as a list of entries in reverse chronological order. Blogs can publish personal or public articles and can focus on one narrow

subject or a whole range of subjects. Initially, blogging involves a personal web log, in which a person would register their thoughts that create interests in their followers and friends. Like most new innovations on the Internet, many entrepreneurs saw a marketing potential in having a blog, and blogging took off from there. Not only can a blog be used for marketing, but also, a blog can be used as an effective tool by the teachers to teach a foreign language. Blogs are different from the mobile applications that teach a foreign language. The major advantage that the blog has when compared to the mobile application is its quotidian modification.

In this emerging world of technology, we follow different technologies for specific tasks in our daily life. Moreover, technology has been running in our daily lives in all sectors, no matter what industry you are dealing with, it has an impact in an unquestionable manner. Today each and every member, regardless of age is aware of the technical devices. All over Technology acts as a useful servant. However, technology is emerging rapidly and there are no chances for a slow-down in the near future.

Interest to learn a foreign language can be inculcated in students through technology. Teaching a foreign language through blogs makes students access it from anywhere at any point of time. This is a great advantage for the students of all the tiers and ages. Whether the learner is 20 or 60 years of age, a slow bloomer or a dynamic chap, blogs attract them with its easy accessibility. Teachers are exposed to a constant barrage of methodologies that promise to improve both instructional strategies. Blogs are one of the simplest, easiest and the most impressive ways to teach a foreign language.

Many students hate the learning inside four walls. Some psychologists feel that the walls of the classroom act as a barrier for some slow bloomers as well as bright students to spread their imaginary wings. Creativity is considered a critical skill for the technology driven world of the 21st century and because it is not a stable trait, it can be taught, nurtured and increased. This principle describes specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving.

Creativity in the classroom can include opportunities for student-designed research projects, video projects, demonstrations and model building. To hold the attention of the learners, the instructor can use technology as their powerful arsenal inside as well as outside the classroom. Blogs also pave a way for the learners to be trained in a "Learning Outside the Classroom" (LOC) method. Teachers can effectively encourage teen-ager students to learn foreign languages using the media, because nowadays young people are growing up surrounded by new technological communication tools, such as blogs, social networks or communicators. An important factor influencing student motivation to learn is also the change of roles of teachers and students.

The possibility of updating blogs makes them a good communication tool. An unquestionable value of a blog is the ability to return to some parts of the content at any time and in any place, as long as a user has access to the Internet. The Encyclopedia Britannica defines a blog as an "online journal where an individual, group or corporation presents a record of

activities, thoughts or beliefs. Some blogs operate mainly as news filters, collecting various online sources and adding short comments and Internet links”.

Nowadays, it is widely acknowledged that teachers should support student autonomy and encourage learners to develop foreign language skills outside the classroom. Writing a blog entails not only posting texts, but also administrating the website, organizing and placing content. In other words, a teacher must be familiar with all the important functions, tools and possibilities of a blog in order to attract learners. On the Internet, there are many guides how to start and run a blog.

In blogs, instructors can teach an unfamiliar language in various ways. As a learning tool, blogs can be used to enrich vocabulary and kindle creativity to frame sentences. Even teachers can assign their assignments for their students through blogs. The origin of the words can be given with colourful presentation to attract students. For example, the prefix ‘trans’ for the word transport means ‘to carry’. This makes the learners to easily remember and correlate the terms with the prefix ‘trans’ and find the meaning. It also plays the role of clue to find the meaning of the words. This can also be taught in a confined classroom using audio visual aids. But they cannot be accessed by the students after they return home. Blogs that stand for easy accessibility help slow bloomers as well as dynamic students to utilise it at any time when the students wish to gain knowledge. The attentive time period of a person varies from one to another. Some may feel like studying in the early time of the day while others may find late night as the most attentive time. So in that case, blogs fulfill the time need of the students.

Pictures can be shown in the blog and the teacher can ask the students to write a note about it. This can be also taken for assignments. But for the assignments marks shouldn’t be given at first. This may discourage the interest of the students. In that case, small gifts can be given to the students in the class who have voluntarily taken part in it. Creating sentences from a mere picture will ultimately kindle the creativity of the students. Creativity will develop interest and that will end up in knowledge gaining. In Bright students, it leads to vocabulary building and regarding Slow Bloomers it will lead to the usage of grammatically correct form of a language.

### **Summation**

It is difficult to organise the learning process and follow students’ progress, because of the significant heterogeneity of blog-viewers. Blogs should be, hence, treated as an additional source of knowledge where students can find some interesting facts, share their experiences or dispel doubts about language itself or learning strategies. On the whole, blogs can be used as a positive medium for slow bloomers as well as dynamic students.

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Mrs. M. Akila, M.A., M.Phil., B.Ed. and S. Raja Jothi, II M.A. English

Blog: English Teacher’s Arsenal

Tarinayya, English Language Teaching, Madras: T.R. Publications Private Limited, 1992. Print.  
[https://www.researchgate.net/publication/281913313\\_Using\\_Blogs\\_for\\_Foreign\\_Language\\_Teaching\\_and\\_Learning](https://www.researchgate.net/publication/281913313_Using_Blogs_for_Foreign_Language_Teaching_and_Learning)

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## Problems in Learning English

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### Abstract

The English language is one of the most popular language to learn and most spoken language around the world. English usage can be formal and informal. Students can have various difficulties and problems in learning English. They study English as second language so, they make mistakes in English pronunciation, grammar, vocabulary, using tenses. They do not understand the question, but they can answer the question. Finally, English becomes a serious problem of them. This paper deals with the problems of learning English and why problems are raised and also we have given some solution or tips to the problems.

**Keywords:** learning English, language problems, grammar, vocabulary, questions.

### Introduction

Language is a very important means of communication. It is very difficult to think of a society without language. Learning English becomes a problem of learners. Students are being taught that English is an international Language. Students think English language is a difficult language to learn. When they know and realize English is an easy language to learn, there is no problem in learning English.

### Objective of the Study

This research aims at critically evaluating the problems faced by students in learning English language. Correct and suitable helpful actions are mentioned for the successful adaptation to solve these problems.

### Hypotheses

The following are the hypotheses of the present study:

- (1) Vocabulary is important when learning a language.
- (2) Correct pronunciation of words.
- (3) Finding new words and their meanings and using them in sentences.
- (4) Translation method.

### Research Questions

- 1) What are the problems?
- 2) What are the reasons for these problems?
- 3) Why this happens?
- 4) What are the solutions for these problems?
- 5) What kind of learning students really need when it comes to learning English?

## Discussion

Many students and teachers of English Language have always encountered problems that stood in the way of learning English language and use it effectively. Tamil medium students study all the subjects in Tamil and they study English only as a second language. So, they do commit several mistakes in English. Students learn basic grammar at the school level for the purpose of passing the school and government examinations only. Students do make different mistakes in English pronunciation, grammar, vocabulary usage. When they come to college, they study all non-language subjects in English. English becomes a big enemy for them at this stage, and they hate English. Vocabulary plays an important role in language learning. Vocabulary learning is very important for students who learn English as a second language. In English vocabulary, the very same word may have several meanings. The meaning could vary from one sentence to another. Students should first concentrate on learning the most normally used words and so the most important English vocabulary for their practical real and day to day life. Another problem students face in learning English vocabulary is that they learn new words, but they tend to forget what they have learned. This is often a challenge, particularly when it comes to verbs. Students need to know and use correctly the difference between tenses and the forms of words in different tenses, and they also need to know and use which tense should be used in various situations.

Grammar is very important. Incorrect use of grammar can confuse the person you are speaking to and even could change the meaning of what you are communicating. The findings showed that the students at the college level still faced the problems in learning grammar. Kinds of difficulties faced by students in grammar learning were several. Therefore, grammatical structure is the hardest thing that makes student unable to catch up with the knowledge of English and use it correctly and effectively.

Almost all the students have difficulties in pronouncing the words, how to write and spell. Mastering the different grammatical forms of a word known as inflections is one of the reasons of students' difficulties in learning grammar.

The learners of English at middle education level are facing many obstacles in learning English as a second and compulsory subject. They desire to achieve ability over the language and for this reason, they also try hard, but they cannot remove these hurdles in their way of their growth. The written form could be different from the spoken form in English. The number of words that students need to learn is extremely large. There also difficulties in accessing sources of information about words. Use of dictionaries is not yet a fully developed or followed practice for most students. Students may or may not possess any dictionary at all. There is also the problem of overcoming the difficulty of word knowledge. Knowing a word involves much more than knowing its dictionary definition. It involves various other crucial issues. Lack of understanding of grammatical forms of the words is an important factor. The incorrect pronunciation is often caused by the lack of sound connection between English and the first language (mother tongue, etc.) of the students. Learning new words is not easily achieved. No instantaneous mastery is guaranteed. Repeated use is very helpful, but to use a word, students should be well motivated and should have already known the meaning intended. Repeated presentation and use are very helpful. Memorization is not a bad practice, even though some may look down upon memorization. When students have difficulty in recognizing a word instantaneously, then they should be willing to relearn it through appropriate repetitions and usage. Students and teachers should remember that mastery of a second language is a life-long process. The grammar of a new item will be necessary to be taught if this is not obviously covered by general grammatical rules.



The English syllabus at middle level is based upon purely only on reading and writing. The respondents have expressed that most of the students are facing problem in both language skills and the reason is that the syllabus is literature-oriented. The teachers read and explain the ideas, but the students are not allocated any specific reading or writing activity as the practice work at college. Speaking skill has no practical role in the syllabus and clearly is paid any durable attention by the teachers as well as students. All the teachers and students have expressed that the students face hurdles in speaking skill.

Variation in the different forms of English can often be difficult to understand. There is a difference between using formal and informal language or difference between spoken and written language. Students can find it difficult to pronounce the English word. When learning English, students have to consider not just word pronunciation but the connection between the words in the sentence. Intonations of the sentences are another difficult element.

At the school level, students do not understand the meaning of the question and so they may answer the question wrongly. Students' main aim is that they get pass marks in English. Some of the students won't read the question fully, but they are ready to answer the question based on what they have memorized. Students easily answer the question which has the major part of the structure of the answer is already built in it in it. For example: *Who had come like a guest quietly?* Ans: *The snake had come like a guest quietly.*). These types of questions and answers are easily memorized, and these are often asked in the exams. Students answer these easily in the examination almost mechanically and get pass marks. Students also tend to study only these types of question and answer them easily. To some extent, these types of questions and answers makem them learn some English, no doubt. Later they go into questions that carry more marks and expect answers in paragraph. Slowly students do learn English. Yet proficiency thus obtained does not last beyond exams in the case of many students, since there is not adequate reinforcement and opportunity to use the sentence patterns.

To improve vocabulary, students need to read an English language newspaper. Reading habit will improve not only student's vocabulary but also the sense of making sentence. Conscious knowledge of grammatical rules is not essential for language learning, but it is very basic to master the correct use of language, thus facilitating interpersonal communication in English. Therefore, a grammar book will be very helpful during the learning process. Most of the students use the translation method to understand the second language, in this case English. Again, they think of the reply in their mother tongue first and then form a reply by translating. Listening English news or songs will improve pronunciation skills. English cartoons are very helpful due to pace of speaking very slow and students can understand most of the words most characters use speak. It also makes it easy for students to correct their pronunciation.

To ease problems from the day one itself, an English teacher has to boost the students to talk in English only. This act makes them self-confident. When such type of spoken English classes begins, student-friendly or learner-centric situation will surely triumph, as more and more students will participate in the session. Teachers should encourage students for participative learning. This will solve most of the uncertain blocks in students.

Teaching learning is not a one-way course. It is a multi-way process. As soon as the teaching is over, students should raise their doubts, ask for clarification, etc. By doing so, students'



communication skills in English will grow. To develop this, compulsory practice must be given to students in their opening stage. Maintaining classroom management alongside learner-friendly atmosphere would also help overcome the negative elements. This ensures students to learn more and participate more. Above all, a teacher is not only a teacher but also a friend, guide and a philosopher to students. Teachers guide students not only to pass in the exam but also to face tasks and take right decisions during the time of crisis in life. This is, of course, a real and tough task ahead of a good teacher.

### Use Creative Methods

Teachers can use some creative method to teach English. Students can learn English in an exciting way. The teacher can make the students to form a group. 5 students may form a group. Some tasks can be given to students in a group. A newspaper can be given to a group and so five newspapers can be given to five groups and teacher can ask the students to read and to find new words or to find words related politics, sports, film, agriculture, disease, etc. which they haven't even come across before. Students will be encouraged by the teachers. By doing this, students will be able to think of the idea and if they find new words they tend to think and refer dictionary and, so they can make sentence from the meaning word. It will improve their knowledge and thinking ability. Teachers can get the students involved in group activities. They can easily think of new words and show their uniqueness in their own way. Thorough Learning is not being successful instantaneously but becoming successful.

### Summation

Students often think that the English they speak at home or on the street is the same they will use to write in their exams. However, interpersonal communication doesn't have to be grammatically correct. In order to be clear, students don't always go by the rules they learned in school. If they use such ungrammatical constructions in examinations or tests, then do not get fully educated and or pass their exams with good marks. It is also the case that students don't study English as much as they study other subjects. In most cases, students study English only in the classroom when the teacher is teaching. They don't study pronunciation; they don't study essay writing; and they don't make an effort to learn new words. Learners have to put in their efforts to develop their learning skills. On the whole, the motivation and guidance of the teacher towards the learners makes them to prosper in their life.

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Problems in Learning English

## Rote Learning; An Introspection

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### Abstract

Rote Learning is a memorization technique based on repetition. Students generally memorize information through the method of regular repetition; this way of learning is referred to as rote learning. Students are introduced to rote learning at a very early stage, right from the time when they memorize the alphabets and numbers. Some of the alternatives of Rote Learning include meaningful learning, associative learning and active learning. In meaningful learning, the concept is fully understood by the students and the students can relate new information to which is already known. Whereas Rote Learning, includes verbatim memorization of new knowledge. The topic is chosen to bring awareness on the Rote Learning practice in schools and colleges. This kind of education is widely spread in all schools throughout Tamil Nadu.

The schools are mostly represented by the score and ranks of the students rather than any practical on extension activity. One of the major disadvantages of rote-memorizing is that it doesn't help the student develop his/her writing skills. As the student continues rote-memorizing, he/she answers questions in the exam using the words he memorized from the book. When you stop rote-memorizing, you need to learn the art of writing.

You should be able to write the exam in your own words. Rote Learning is used to learn facts, names, figures, numbers, dates and other piece of information. Being able to understand something may rely on understanding the sequence as well as understanding of individual events. The main idea behind saying no to rote learning is that one must truly learn things well to be able to use it in real world, because that is what education is all truly about.

**Keywords;** Rote Learning, Memorization, Meaningful learning, Associative learning, Active learning

### Rote Learning

Rote learning is an old and, some might say, out-dated method of teaching. Many classrooms in the west are moving away from rote learning onto more advanced methods. Nonetheless, rote learning is still useful when a student needs to learn the order of things like the Alphabet or numbers. Counting songs, multiple times table charts all help the student learn by rote. Rote learning doesn't allow students to develop a deeper meaning of a subject or extend their understanding by putting the information into practice it can be very useful.

### **Doesn't Encourage Interaction or Social Skills**

Critics explain that rote learning doesn't encourage interaction or social skills in the classroom either. Another issue in the classroom is that it's boring and students will lose focus easily if they are required to. Students are required to learn social skills in the classroom that involves them working on a project in teams. This will give them the skills they need when they go to work. There are very few jobs where one is required to work completely alone. Students need to know how to communicate their ideas and concerns in a non-threatening way. There is no link between memorization (aided by rote learning) and intelligence. In fact, learning to repeat back facts like a robot can often mask a student's real understanding of the topic. There is no doubt that rote learning does have a place but it should only be implemented when a student needs to learn the facts. It should be followed by intensive based acquisition of a deeper knowledge and understanding of the subject matter.

### **Children Feel Disinterested in Their Studies**

Monotonous repetition of study matter makes a child feel disinterested and also tedious. They slowly begin to dis-engage from the subject matter due to monotony and over time lose their passion for learning.

### **Subject Matter Is Not Fully Understood**

Rote Learning employs raw rehearsal and mnemonics to ensure memorisation of content, without paying due attention to understanding. Instead of learning to apply the concepts beyond the classroom, children only learn what they need to score well in tests.

### **Memorisation, an Ephemeral**

Mindless parroting of textbook material leads to short term memorisation making it a waste of a child's energy and effort.

### **Problem-solving Not Prioritised**

Rote learning only covers one spectrum of education—memorisation. It does not explain concepts and ideas and leaves children without the necessary critical thinking skills needed to succeed in an informative rich world.

### **Real-life Application Dodged**

Real-life application is essential so that the children can easily relate and understand information better. If ignored, a child may find it difficult to transfer theoretical knowledge to life. PC enabled learning offers an elegant solution to the disadvantages of rote learning. Starting young will help and ensure that a child develops a positive relationship with learning instead of a stress inducing notion.

### **Perplexity of Rote Learning**

According to a nationwide survey by EZVidya, 80% of principals believe that the emphasis on rote learning is leading to the poor quality of our education system. WIPRO recently conducted a study that found that the practice of rote learning was equally prevalent in the country's top schools. Some attribute the focus on rote learning to the traditional practice of

memorising religious texts, whether the Vedas, the Quran, or others. Another faction states that this system was put in place by the British during colonial rule as a way to suppress critical thinking. Either way, rote learning has been the staple of the Indian education system for many years. While many Indians have attained success despite this system, simply being able to recall information is not enough in today's world when that information is instantly available to anyone with a mobile phone. A survey of 200 Indian and foreign companies found that only 14% of Indian graduates were prepared for the workforce, largely because most graduates were unable to apply their knowledge to solve real-world problems.

Rote learning today is a staple in schools across the country. Not just teachers but even parents, find themselves saying “mug up and you’ll pass” to help their children make it through their exams. Defined as the memorization of facts which you may or may not understand by repeating them multiple times, rote learning is the first option for stressed out students.

### **Forget the Facts Next Day!**

The problem is that one will remember the facts for a day or so, write the exam paper and then forget them the next day. Memorization is a valuable skill; there are things you have to memorize such as passwords, PINs, birthdays, the alphabet and formulas. Yet, when it comes to long-term understanding of a subject, raw rehearsal (parroting facts) and mnemonics (utilizing abbreviations) fail to do justice to your child's potential.

### **What Is the Alternative?**

Parents want their children to do well and stand on their own feet, whether it's topping entrance exams to get into the best institutes or pursuing new age career choices. PC Enabled learning is an alternative method that will help realize a child's untapped potential. The PC can be used both at home and within the classroom to actively engage a child. It offers children access to a wide range of resources enables easy revision of the course work and allows them to explore every aspect of a subject.

When a child participates in the learning process instead of just rote learning, it leaves a lasting and positive impression. Focusing on seeing or making theories come to life, unravel problems and generating ideas are the building blocks to deeper learning. When children are able to master subject matter using this approach, the impact will most definitely multiply. It is not easy to move away from an ingrained thought process which emphasizes rote learning, but PC enabled learning offers children a head start in this competitive world. A PC or laptop at home help's child to conduct independent research, learn effectively and prepare for a technology dependent economy.

### **Do Something Over and Over Again**

Instead of letting someone repeat the correct way to do something over and over again, you actively let him/her them to do it wrong. A good way to pass a ball is to use inside of the foot. I let them do this, but also tell them to do it in every other way possible. They have to use the outer part of their foot. They have to use the back of their foot. They have to use the bottom of their foot. They even have to pass the ball with their shin.

This way they learn to control the ball and pass it austerely much quicker. They are immediately exposed to the differences between correct and inferior techniques. That's why it's called differential learning. The kids learn to adapt and find their own style. Most importantly, the brain doesn't get bored and keeps learning and learning.

### Some Logical Conclusions

How to Do Away with Rote Learning? First step to touch any topic is comprehension. Students must be encouraged to read the information multiple times; slowly, understanding and absorbing each word as they do so. Instead of looking for meaning of each word and sentence, they must be able to link them and draw out the essence of whole topic. Once they have understood the topic, they must be able to recall it. They must focus on recalling the concept of the topic instead of recalling the text they just read as it is. Once they can recall the concept successfully, teachers must inspire students to explain the topic using their own words. Instead of memorizing the answers as it is, this activity allows students to form answers in their own language. It improves their ability to express themselves and facilitates the art of writing.

The main idea behind saying no to rote learning is that one must truly learn things well enough to be able to use it in real world problem solving, because that is what education is all truly about. While for the obvious reason, one can't completely say no to rote learning, it is important to take necessary steps to make sure that rote learning doesn't become a habit. IPS Academy has an excellent faculty team which has trained and skilled educators. Our faculty makes sure that they explain every topic evidently; giving a deep insight into the concepts so that their students can grasp the information. Comprehension of topic must always be targeted above memory. Thus, Rote Learning is an insipid insight for the learners which act as a bridle for their introspection.

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Rote Learning; An Introspection

## **Problems Faced by the Students in Learning English**

**A. Mary Glory and N. Kasthoori**

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### **Abstract**

Students face many difficulties in learning English. English language is unavoidable in every aspect of life. Mainly the high level of difficulty is that English as a second language it influences the mother tongue/s of our students. Students also show fear, shyness and inferiority complex while learning English. The main problems are lack of skills in vocabulary, grammar, pronunciation, etc. Normally students hesitate speaking English. English language scares student and that fear leads to downfall of English language for the learner and there arise the problem in learning English. This paper deals with the learners' problem in learning English.

**Keywords:** second language, influence of mother tongue, inferiority, grammar, fear.

### **Introduction**

English plays an important role in our everyday life. There is great utility of English in modern world. So, the use of English should be continued along with Hindi and other regional languages. In this land of innumerable regional languages in different States, English serves as a link-language in the country. English language is widely used in official communications. Most office-goers know English, but many of them do not know other languages besides their mother-tongue or regional language. Thus, they communicate with each other in English for their everyday work.

The importance of English in education and student's life cannot be denied. The communication of India with other countries takes place in English language. For a developing country like India, it is essential to be in constant intercourse with other countries. English is an important language for inter-state communications. Modern India has many large States. People of each State converse in their own language and often cannot speak or understand the regional language of other people. In such cases, English becomes the link between these people. So, here too we cannot deny the importance of English in modern India.

### **Objective of the Study**

The paper deals with a study on problems faced by the students for learning English.

### **Research Question**

- 1) What are the problems faced by mother tongue students in learning English?
- 2) What are the factors affecting students in learning English?



- 3) What are the reasons for this?
- 4) What are the remedial measures to be taken to improve these problems?

## **Discussion**

Majority of Indian students, particularly from rural pockets consider this seven-letter word as a magical and a mystical word. The moment they hear something in English they start feel uneasiness. As a result of this, teachers who handle English classes face undefeatable difficulties. Students too find it difficult to listen and to understand the English language. This paper critically evaluates the problems faced by students in the language classroom when they enter into college environment. Appropriate and suitable remedial measures are cited for the successful rectification of these problems too.

## **Constant Practice and Patience**

In schools, students are being taught that English is an international language. To learn this language requires constant practice and patience. The kind of feeling that overcomes among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new languages like English. Since most of the students are first generation learners, how can a student get acquainted with the foreign language with regard to English without any guidance from their parents and others? Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English. The reason stated for this is that they study subjects from the examination point of view only. This is true with English language too. Our examination system is such that it makes students' rote memorization rather than testing their analytical and creative skills. In this process, they memorize lessons, reproduce them in exam halls and forget them in the same day itself.

## **Basic Grammar and Other Aspects**

Students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real-life situations. Application-oriented advanced grammar is not taught in schools. Furthermore, acceptable practice is not given to students to learn a language. Exposure too is far less to them. School study is an important phase in students' life. A student grows from a small child to a grown up when he/she completes higher secondary examinations. After this phase, a student enters into college life. This period is considered as a transition period. The system followed in colleges is different from that of schools. Moreover, students have their own notions and hopes about college life because of the tremendous influence of mass-medias like theatres and satellite channels on them. These medias project a false perception about colleges and students. On seeing such things in movies, students take it for granted. As a result of this, they have formed an image for a college and want to act upon those images.

## **Fear**

All their views about a college are shattered into pieces the moment when a teacher enters in a classroom and begins to teach and imposes certain restrictions on them. At this juncture, severe problems start with the slow-learners. These students too passed in the higher

secondary examinations. For them, sitting and listening a language class is something a difficult task, while others listen the class with gripped attention. There are two problems which a language teacher faces at this critical point of time. First, a teacher has to manage all the students in a classroom. If any of the students create problems it is an embarrassing situation for him/her. Second, the teacher identifies the students who create problems. It is not advisable to punish such boys in front of others. This is so because students will be affected psychologically. Sometimes students may turn against teachers. Simultaneously, they begin to see a teacher as his adversary. This is not a healthy trend. At the same time, to correct them inside the classroom will reduce the teaching time. There is also a danger of deviation from the teaching of subject too. The very day a student enters in a college, he associates himself with a student of college as shown in movies. The problem arises at the initial stage itself with such students. So, the primary task of teachers is to guide them in proper way and make them realize the value of college life.

### **Problems Related to Vocabulary Learning**

Vocabulary is one of the most comprehensive and difficult aspects of English. They should first concentrate on learning the most frequent used and therefore most important English vocabulary for their practical real-life needs. In today's world most of the students are struggling to overcome the fear of English especially the grammar, pronunciation, vocabulary, hesitation and mainly it becomes the universal language. Only through practice of day to day they can able to enrich their standard level up. Mostly they think that it is always a burden one and only with the knowledge and skillful people can able to speak English. They should eradicate all those thoughts and start to make the practice of reading and speaking English regularly.

### **Summation**

For the problems of learning in English for student deals with the basic level of cause and difficult for master or standard in the second language. Mainly they face the problems at the lower level and it leads into extreme level. Only concluded all these problems by do more practice work of reading as well as writing in English regularly. Only can the student able to overcome the problem of learning English.

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Problems Faced by the Students in Learning English



## Problems in Teaching and Learning English

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### Abstract

English is a second language and it plays an important role in our daily life. Everyone has tried to reduce the obstacles and difficulties in learning English but only a few people are able to reduce these problems. Language is the guiding factor for trading, politics, economy, science and technology. This paper deals with the problems faced by the teachers and learners in teaching and learning English.

**Keywords:** English, learning, problems

### Introduction

Teaching of English is always a challenging task. The way English is taught in our schools and colleges today is, to a great extent, responsible for the failure. Here is an effort to search and identify the problems in teaching and learning English and some suggestions to overcome the failure.

### Objective of the Study

The aim of the study is to deal with the problems in teaching and learning and give some solutions for it.

### Hypotheses

The following research questions were framed to focus attention on the topic.

### Research Questions

1. What is learning?
2. What are the problems faced by students in learning?
3. What activities can be given to them to overcome these problems?
4. How to motivate the students to get rid of their problems?
5. What is the outcome of the study?

### Discussion

Learning is the process of acquiring new or modifying, knowledge, behaviors, skills, values or preferences. Evidence that learning has occurred may be seen in changes in behavior, skill, values or preferences. Evidence that learning has occurred may be seen in changes in

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behavior. Some learning is immediate, induced by a single event, but much skill and knowledge accumulates from repeated experiences. Here a person's knowledge is a result of experience.

Each learner has his own issues but the most common that I find the people face are the following:

1. Lack of vocabulary
2. Grammar
3. Correct pronunciation
4. Hesitation in speaking

When it comes to finding solutions, it will be easy to discuss the issues in the same sequence.

1. To improve vocabulary, read an English newspaper. Reading habit will improve not only your vocabulary but also the sense of making sentences.
2. Grammar is not essential to learning a language.
3. Listening to an English Channel will improve pronunciation skills. Some English cartoons are very helpful. Different Characters speak very slow and you can understand every word they speak, and it makes it easy for you to correct your pronunciation.
4. Whether you speak wrong or right, don't give up. Speaking will end shyness which is a big obstacle in learning any language. Translation method is a great problem in learning English

Activities are very useful to the students, because remembering what the first participant student did is actually more important than what the teacher did. But each activity should be meaningful and should enable the students to engage with one another and develop their skills, knowledge, understandings in different ways. Activities like interaction, debate, essay writing, to narrate a story, spelling review, to read some letters, puzzles, etc., may be emphasized. In a debate, we give a topic for the students. They may divide the topic into two categories and each team or student tell their own points. Through this they are improving their speaking skill. During class hours the teacher may allow students to read a newspaper.

Motivation is a key factor in the success of students at all stages of their education. Teachers can play a different role in providing and encouraging motivation in their students to choose the type of assignment they do, or which problems to work on, can give them a sense of control that may just motivate them to do more. Teachers should create a safe and supportive environment for students. Everyone likes getting rewards. Offering your students the chance to earn them is an excellent source of motivation. Provide opportunities for students to speak to the class. Motivate the students to participate in a competition.

The learning outcomes of the course may enable students to acquire in-depth knowledge of specialised topic wherever appropriate. This is not done necessarily through a lecture course: it could be a subject dealt with in supervisions or by dissertation. The learning outcomes tell

students and prospective students the kinds of knowledge that they will be given the opportunity to acquire during the course. It acquires a general knowledge and techniques relevant.

### Summation

The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. The teacher should build confidence among students and make students think in English and build communication skills. Great changes have taken place in the field of language teaching. On the whole the motivation and guidance of the teacher towards the learners make them to prosper in their life.

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Problems in Teaching and Learning English

## Difficulties of Learners in English: A Task-based Approach

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### Abstract

English is a language which is spoken all over the world. It is a global language. Nowadays, English is considered as a powerful weapon in the professional world. In India, we have English as a second language. Yet learners struggle in learning and speaking in English. Learning English is not easy. Learners of English language face many problems. In rural areas, students hesitate to speak in English. Their problems include how to learn and how to speak English. This paper deals with the difficulties faced by the Learners in English and how to rectify those problems.

**Keywords:** language, speaking, learning, difficulties, rectifying, task-based approach

### Introduction

Language is an art, learning another language is a skill. In India especially in rural side learners are learning English as a second language. They struggle to speak in English. Learners who are from rural side and slum areas lack in their English knowledge and skills. They can improve their learning through some exercises. This effort will help develop their skills.

### Objective of the Study

The principal aim of the study is to deal with the learners who are reluctant to use English exclusively through a task-based approach

### Hypotheses

The following are the hypotheses of the present study: (1) Learners face difficulties in their learning and (2) they don't know how to learn English and they are unaware of necessary tools to learn English

### Research Questions

- 1) What are the difficulties faced in learning English?
- 2) How to overcome these difficulties?
- 3) What are the problems faced by the learners?
- 4) Why are they struggling to speak in English?
- 5) Why should they learn English?

## Discussion

Difficulties faced by the learners in English begin from their early school learning. In India learners learn English as a foreign/second language. Learning second language is a challenge. They hesitate to speak in English because of their environment. They have limited learning environment, which means no facilities, no proper equipment, no proper class room, not many trained and skilled teachers. So, the environment is very important to them. In most cases learners put their effort to speak in English only in their class room. While learning, they may be interrupted by what happens outside their classroom and in local streets, etc. As a result, it becomes a problem for learners to learn English with great devotion and seriousness of purpose. So, peaceful environment is a must for the learners.

The proper equipment includes learning materials, a very essential part. The 'book' is a very good friend to the learners. So, the initial tool is 'book' for the learners to learn English. Then the teachers will guide them to read books. They, both teachers and students, must know proper pronunciation by the help of 'audio-book'. Through that they can get the correct pronunciation. Teachers should help them to read books. Later teacher should ask them to read correctly. After that, the pronunciation will be easy for them.

Learners' main problem is English grammar. Each and every one is facing this problem, because English is a foreign language and has vocabulary and sentence structure somewhat different from what we have and use in Indian languages. So, it is very difficult to learn. Teaching method should be changed to help develop language skills. Learning English is under the care of teachers. They can enrich the skill of learning. Learners must be stimulated by the teachers. Teachers can teach English in many ways. They can arrange the students in several groups and let them to play some games which is related to their learning.

Then, show some pictures and play some videos. Surely it will kindle their learning effort. Through this, learners will be fascinated towards their learning. Initially, teacher can use their own language to explain and give the meanings. By this, students may feel free and happy, and feel more comfortable. After this step, little by little English can be introduced to them. This method surely helps the rural and first-generation learners to learn perfectly with curiosity. Through this they can rectify their difficulties in learning.

Some learners face problems not only in their learning, but also through their family background. Many facilities are available in our society, but they can't learn adequately because of their situation. Poverty is the main reason for their pitiable situation. It restricts their learning. They are having a passion for learning, but they can't learn because of this reason. They are economically backward. So, they can't move easily into the modern current world. By their status they are getting limited education. So, they lack in their knowledge. Because of this they can't get a good job.

In our society people judge the learners by their family background. So, they can't get enough exposure. They still lack in their knowledge of English. They do not have good language

skills because of their family back ground, which does not provide them with motivation and facility. It leads them to economically backward condition and it restricts their moving forward

Then learners struggle to speak in English because they hesitate to speak in English. They need motivation. Teachers should motivate their students. Every learner will be able to move forward with their teachers' effort to motivate them to learn English better. Teachers should cheer them up using positive vibrant words. Surely it will reduce their inferiority feeling. Then the beginners are mocked by others when they try to speak in English. It is very wrong, those who know English should help others to learn. They should not mock at others. They should simply just try to understand what these new comers are trying to say. Then they will be able to correct the learners with some sympathy and appreciation.

With such help learners can improve their performance in English. They need encouragement. Learners need confidence. This confidence is given by the teacher. Teachers should not divide students according to their performance in English. It will reduce the students' confidence level. Teachers should not imitate the students' performance to create laughter in the class. So the teacher must be an encourager, not a discourager. Learners hesitate to speak in English because of they are not sure of their quality of performance and they do not want to become a matter for ridicule and laughter in the class. They certainly can improve themselves with the help of teachers.

Nowadays English is a powerful weapon. By this weapon we can survive and prosper everywhere. English is a global language. In our country also, we need English speaking people for many fields. Nowadays people tend to respect us or judge our skills and achievement by ability to speak English. If we are well-known to speak and write in English well, then automatically our social status increases. So the students must show enthusiasm and attention and be careful in their attempts to develop their English skills.

### Summation

While learning English, learners face many problems. They learn English as a second language. So, it's not an easy task. Learners must make an effort on their own to continuously improve their skills in English. They should not let themselves to be discouraged. They can survive and prosper in this world through a mastery of skills in English. Learners should make greater effort to develop their English language skills. Nowadays many students seem to have better knowledge of English better than their teachers. At the same time in some areas students have very poor skills in English. Learners must understand their situation and try to improve their skills. We can't imagine a world without speaking English. Learners must use their teacher's guidance to develop their knowledge of English. In my point of view English is an essential language. At least we should learn English for our career. It will enrich our personal and social status.

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## **Problems in Teaching and Learning English**

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### **Abstract**

The cultural disparities and socio-economic backgrounds of the learners tend to develop an aversion towards English language acquisition. Also among the learners, who live in a background where English is not put into use, lack primary exposure. Awareness regarding the importance of English language acquisition minimizes the challenges in teaching and learning the English language. The syllabus has to be designed in such a way that, language is not superimposed and learner should be given enough time to adapt. Technology and various other social media can be widely used in order to make the teaching-learning process an interesting one. Choice of words and methodologies adopted during classroom sessions should focus on developing an interest among the learners. Teachers or language trainers are the official flag bearers. They should be sensible and sensitive towards the learners. The mother tongue influence and grammar related issues have to be neglected so as to motivate the learners. Teachers are the primary source of language exposure. Through them, learners acquire language and adapt to a new culture. This paper focuses on the methodologies that can minimize the cultural disparities. The problems faced by the teachers while developing LSRW skills by analyzing the challenges faced during language acquisition from a student-centric perspective.

**Keywords:** Teaching and Learning English, Problems, Challenges, Culture, Technology, Aversion, Methodologies

### **Introduction**

Man's unending quest for knowledge and his exploration skills demands a global language for communication across multidimensional boundaries. As a need of the hour, the growing importance of English Language and its acquisition has evoked a sense of realization. Nations have started adopting numerous methodologies and practices to promote language learning. In the current competitive global scenario, English language acquisition makes survival easier. The socio-economic background of the learners plays a significant role in language teaching. The English language appears more or less like an alien language for people who do not get to use it in daily life. The cultural disparities and lack of exposure seem to have developed numerous challenges in teaching and learning English.

### **Aversion towards Language Learning**

The cultural disparities and socio-economic background of students have created a lack of interest among students. They find it difficult to associate or relate to their existing culture. To



an Indian Language learner, Idli or Dosa would make sense to them than a Hamburger or Pizza. The textbooks that we follow are usually adapted ones. This way language is superimposed along with an alien culture. Language trainers or teachers do not attend to this cultural dilemma. They being the flag bearers of English Language should address this cultural dilemma and help the learners acquire language with much ease. The choice of warmers and methodologies adopted play a significant role during the initial days of language acquisition. It is difficult to make students aware of the importance of language learning. It is better to act accordingly to inculcate a curiosity. Instead of imposing Big C culture through literature, primary level language teaching can be done in an inter-cultural manner. Instead of imposing Big C culture through literature, English can be introduced slowly and gradually. The language they have learned should be consistently made into use. Vocabulary and phrases that can be interchangeably used in day to day life have to be introduced.

### **While Imparting LSRW Skills**

It is usually believed that listening to audios and watching videos would always make language acquisition an easy process. But Indian learners find it difficult to follow both British and American accents. To them, Indian English makes a lot more sense than any other. The use of stressed and unstressed syllables, the silent cues between conversations are all part of a small c culture which again creates a cultural dilemma. Indian speakers follow a rhythmic pattern when they speak. They impose that rhythm to their acquired language too. They should be given enough time and space to listen and acquire language through various sources. An organized use of technology and social media can help them listen to English through numerous sources. Speaking is followed by reading because before putting them to speaking exercises, they should get over with the inhibitions and hesitations. In India, people seldom focus on speaking skills but this is the most important skill. For learners to get acquainted with their own way of speaking, it is better we make them read first. The mother tongue influence and the accent are the biggest challenges when they start speaking. At this point, one on one speaking exercises in a repeated fashion would help them acquire pronunciation easily. For eg; words such as 'accept' ([ak'sept|, 'quality' ([kwo'-li-tee|) are often mispronounced. To overcome this challenge, the teacher should expose her mouth and tongue in such a way that the learner understands the positioning of organs of speech. It has to be done in a broken pattern like,

|a|  
|ak'|  
|ak's|  
|ak'se|  
|ak'sep|  
|ak'sept|

Numerous games and activities can be wisely used to develop strong speaking skills among learners. The biggest challenge is to develop a strong vocabulary. The listening and reading activities may not be sufficient to build a vocabulary. This is because the students do not associate these words with their own surroundings. Small phrases and sentences can be taught in a limited fashion. It has to be repeatedly used in a natural way by the teacher during the class and

this would allow them to pick up those words along with the context. They should be able to use these words interchangeably in their natural setting. Developing a strong vocabulary is the first step to writing and speaking skills. At the earlier stage, grammar can be ignored. They can be trained with various word games. Picture description is the best way to start with writing skills. Let the learner identify the words that would help him describe pictures. At a later stage help them phrase sentences in their native language and help them translate it into English.

### Activity-Oriented Learning

In the textbooks that are being followed, much emphasis is given to activity-oriented learning. Activities like diary writing, debate etc. at a beginner level adds on to the aversion towards language acquisition. When the learners are at the beginning level, they should be motivated voraciously. These activities may affect the process of language acquisition adversely. Imparting grammar knowledge is yet another task for language teachers. They hardly understand the significance of a noun or a verb if they have not acquired enough vocabulary. Numerous games such as Name, Place, Animal, and Thing help them distinguish what nouns are. Picture descriptions help to distinguish between an adverb and adjective. Actions have to be repeated multiple times to teach what nouns are. Grammar has to be taught at different levels for different stages of learners. Group based learning often facilitates language acquisition. Application-oriented syllabus for language learning focuses on the output and end results. It does not allow the learner, to acquire and assimilate language. Language classes should give them space to reveal and realize themselves. They should be given chances to express themselves. Neither English language nor a culture should be superimposed upon the learners. The language trainers should be able to make use of technology while imparting the skills. The methodologies they adopt play a crucial role. Presentation, Practice, and production methodology place the teacher in the frames of a performer. A language teacher should teach without any inhibitions. The learner- trainer relationship can also help in language acquisition.

### Conclusion

The socio-economic background of the learner and his lack of awareness is the prime challenge to be addressed in English language classes. The lack of interest and aversion the learner shows in language classes is due to these factors. Inculcating an interest among the learner is the biggest challenge. The choice of activities and methodologies adopted while imparting each and every skill is important. The language trainer should be sensible and sensitive towards the struggle of every learner. The cultural dilemma that the learner encounters has to be addressed diplomatically letting the cultural transformation a subtle one.

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## Innovations in English Language Teaching

P. Dhayalan

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### Abstract

Language is a tool that enables an individual to express his/her own desires to others, to acquire the knowledge from others especially from the society. So an individual must need to learn the language properly along with proper grammar and accurate pronunciation. In such condition, Non-English speakers are under the compulsion to learn English language and to acquire good knowledge in grammar and pronunciation. People from non-English speaking nations believe that having good proficiency in English language itself provides them good job and good future. But there are many hurdles for people in both teaching and learning a language especially in English Language Teaching (ELT) all over the world. This paper deals with the factors that make English language a tough one to teach and to learn under Indian circumstances, and also deals with innovations to solve the problems in English Language Teaching in classrooms.

**Keywords:** language, society, individual, non-native, English, classrooms, innovations, language teaching

### Introduction

Communication is the only way to an individual to achieve his/her aim. Having good proficiency in communication is mandatory for an individual to live successfully in the modern and competitive world. In such a condition, English has been the **Global Language** since the imperialistic and colonization movement of England. Nowadays, English contributes a lot to the world constitution and world trade as a worldwide language. So everyone is forced to have good communication skills in English language. The people of India as well as non-English speaking nations have to be taught English language to have good proficiency in communication. So the Indian institutions have to introduce new methods in ELT to make it easy to learn for the Indian students, who have different mother tongues.

### Objective of the Study

The principal aim of the study is to introduce innovative methods in ELT for Indian students.

## Hypotheses

The following are the hypotheses of present study: (1) The Indian atmosphere makes the English language tough to learn for Indians and (2) Indian English learners are looking for easy and new ways to learn English language.

## Research Questions

- 1.) What is the impact of mother tongue for Indians in English language learning?
- 2.) How does Indian atmosphere affect ELT in Indian classrooms?
- 3.) What are the other factors in making English tough to be taught and learned?
- 4.) What are the innovations going to take places in ELT and learning?
- 5.) What is the role of e-learning and smart classes in ELT and learning?

## Discussion

As we all have known, India is the home for thousands of major and vernacular languages. Indians have had a very close association with their mother tongues since their childhood. So they have the different or “strange” pronunciations for the same words in English in other Indian languages, because of the impact of their mother tongues. They have been often teased by others for their different and “strange” pronunciation of a word, while they are trying to utter and speak other Indian vernacular languages. This criticism makes them feel shy and to have fear of others’ comment. This same problem is faced by Indian English learners as they have only a little knowledge of the spellings, pronunciations, grammar and especially in meaning for an English word.

As Indians are mostly communicating in their mother tongue with their family members, relatives, friends, neighbors, etc., from their childhood, they find difficulty in learning the meanings for English words and to understand and correctly use the English grammar. As they are usually afraid to face teasing, Indians never cooperate with their teachers, who teach English, to interact in English inside and outside the classroom. They feel bitter and difficult to learn English with old teaching methods.

The Indian English teachers have to draw the attention of Indian students. They need to create curiosity and interest in Indians’ minds over learning English. To achieve this, the teachers need to give up their effort to have total English interaction with students. They should teach their subjects bilingually i.e., in English and their mother tongue. Teaching bilingually makes the students feel easy and create interest in learning English language. For example, if a teacher wants to teach an English poem or drama or short story or novel, he/she should say the outline summary and theme of the work to students in their mother tongue to draw the attention of students. Thus the teacher lets his/her students know the content of work. This makes the student eager to know more about the work through listening and learning the teacher’s lecture more.

To teach the English grammar and its rules, the teacher can use daily activities of a man by making a student to say what he does in his routine life. As these routine activities are very familiar to all the students, they can easily and exactly understand what the teacher tries to teach them. For example, by making a student to frame the details over the incidents and events that

happened in his routine life in sentences of the student's mother tongue, the teacher can easily teach the tenses, subject-verb agreements and other grammar rules to students. This method enables students to understand grammar rules exactly.

With the aid of e-learning and smart class rooms, the teacher can teach meanings for English words along with their exact spellings and pronunciation. As the teacher can project an English word or sentence along with its translation in monitor/ screen, the students can learn the exact spelling and meaning of English words or sentences. By letting the English word or sentence to be pronounced through audio system, the students can pronounce it fairly close to what a native speaker utters.

To make teaching simple English words and names of tools or objects easy, it is better to use objects/ pictures of the objects and black boards. For example, if teacher wants to teach word 'ball', he can show the 'real ball' or 'picture of a ball' before the students. Then he can ask the students to say its name in their mother tongue. Then he tells them its name in English. Then the teacher lets his/ her students know the exact spelling for the name of the object (ball) by writing down the word 'ball' in black board. This makes the students understand the names and meanings exactly and easily. And this type of learning helps students to retain the meaning, uses and spelling, etc. forgot easily to the students.

### Summation

Teaching and learning a foreign language are not easy tasks. Both the teacher and learner should be aware of each other's mind set, and abilities. This enables them to think and to innovate easy ways to both teach and learn another language. Having knowledge in modern technologies makes the work of teacher very easy and it helps to learners to learn the language, use it, and retain it better..

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## **Impact of CBT in Classroom**

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### **Abstract**

Learning English is necessary in the present scenario. People learn English to improve their vocabulary, pronunciation etc. As English is a second language in India, people give much importance to language and it has become very necessary to learn English. Technology is one of the ways to improve English. In classroom, technology plays a vital role whereas it engages the students and it creates learner centred environment. Classroom based technology is the basement to improve the skill of the students in English. This paper deals with the learning of English through technology.

**Keywords:** Learning, Students, Technology, English, Classroom.

### **Introduction**

English is a widely spoken language today. It has often been referred as ‘global language’ the lingua franca of the modern era and currently the language most often taught as second language around the world. English in India is used not only for communicating with the outside world, but also for inter-state and intrastate communication.

Language which has been considered man’s most remarkable achievement, is so much a part of our lives, like the air we breathe, that very often we take it for granted and as often are not aware of its characteristic features. Language is a system. English has a status of associate language, but in fact it is the most important language of India. Learning another language apart from the mother tongue has always been important for people, because of the reasons such as knowing other cultures, travelling, trade, religion, and even need of being a spy in the others.

### **Objectives of the Study**

The objective of this study is to know the responses from teachers as well as students about the use of class based technology.

### **Research Questions**

1. What is technology?
2. Why technology is important in the classroom?
3. What is the importance of technology in learning?



4. Why learning English is necessary in the present scenario?
5. How the burden in learning English can be reduced?
6. What is the result of the study?

## Discussion

Technology is the collection of techniques, skills, methods, and processes used in production of goods or in the accomplishment of objectives. Technology is not used in scientific investigations and it is also used in education field. In technology is important one. Nowadays we can see so many developments or enrichments of technology uses in education. In schools or colleges, the teachers' use technology for taking classes in class room for example projector, multimedia and internet.

Through technology we can exposure our ideas and it can help to execute our creativity while presenting something in the classroom. Nowadays students can prefer technology in their classrooms. The uses of computers and others new technological gadgets in class makes students like what they learn, it can engage the students in class room. Technology can be the knowledge of techniques and processes.

Technology is the one of the ways to improve English, in technology plays a main role. It can engage the students very actively in class rooms. Technology use to allow many more students to be actively thinking about information, making choices and making new ideas. The student is actively making choices about how to generate, obtain, manipulate or display information.

Technology used in classroom, the students were concentrate on the subject and their thinking were become broadly and they interactive with teachers. If the teachers give any presentation with use of technology to their students, they put their own ideas, creativity. In class based technology creates new ideas, and multiple media give students choices about how best to convey a given idea through text, video and animation.

## Learning English

Learning English is very important and also plays a main role in class based technology. Through learning we know many words in English it can use for speaking English. In technology also helps easily to learn English. In social media, we have many online videos for learning words and pronunciation of words. It can help to learning capacity. Through learning , we can expose our ideas.

In today's world, technology plays a vital role in every sphere of life. Education system is not out of this circle and it is used both for the purpose of teaching and learning .Technology is also considered as an important tool for teaching English Language. It is very common to use technology and internets in classrooms. They are benefitted of using them in classrooms.



In recent times, the government starts to set up computer and internet in schools and colleges and also using projector, but technologically advanced classroom has not yet become available everywhere.

In present scenario, learning English is very important. Because wherever we go to English plays a main role for ex if we go to attend a interview English is must in that place. Everyone wants English speaker, so that in this present scenario learning English is main thing. We should learn English in our life. English is not big task, when we communicate English with others it is very easy to all.

### **Reading**

Reading also plays a main role it will also help in learning English, because when we read books, we know many words and while talking with others we never struggle in speaking English. Now the technology has many changes and developments, so it doesn't matter easily pick up the language through learning. In present world may be English become a globalized one so we should learn English in this present world.

### **Technology to Help Learn English**

The technology can reduce the burden of learning English. In social media, we can easily learn English for example video, audio. When we can watch English video; our mind easily captured the language. Reading books is also can reduced the burden of learn English, now we have e-book so that we can read the books in our phone, computers with help of internet.

We can hear the English audio help the words pronunciation clearly, so for we can also learn correct pronunciation of words n English. The learning of English is not burden for all in now days. When we watch or hear something in English, surely we will learn English easily. Nowadays schools and colleges improves a lot so that child easily pickup the language in their childhood. The technology can reduce the learning in English.

The technology has improved rapidly in recent years and this improvement is affecting the field of education as it is in every field. In this context, traditional education methods have become inadequate as the technology is also rapidly changing students' expectations and learning habits. The effective use of information and communication technologies in education is mainly based on increasing the learning speed of the students.

The rapid progress of technology makes technology usage indispensable foreign language teaching and learning as well. The hardware and software technological tools used in English language teaching and learning can make many contributions both teachers and students in terms of being repeated use of materials, availability of materials, and effective learning in short time. As a result of this study, it can be said that the process of technology integration needs to be carried out consciously and in a planned way in order to make significant contributions to the impact of technology.

## Summation

Class Based Technology develops the knowledge of the students. Through technology they can expose their ideas and it can engage the students in classroom. Then, it can engage the students very actively in classroom. The class based technology can reduce the burden of learning English. Learners can develop their knowledge in English and they can develop their thinking ability. But it will affect the reading capacity of the original hand books. Because the students can know everything from technology.

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Impact of CBT in Classroom

## **Teaching English to the Disadvantaged**

**J. Faustina, M.A., M.Phil.**

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### **Abstract**

English, a language that came from nowhere, is set to conquer the world. Language is one of the most significant assets of human life. Language is considered a methodical arrangement of words that helps in the communication of our thoughts. Disadvantaged learners constitute the major portion of our society. The disadvantaged are socially, economically backward and they lack education. They are considered to be the low class by other class people. This paper deals with the Disadvantaged and the researcher have endeavored a phase as to who are Disadvantaged, why are they Disadvantaged and what are the problems faced by the Disadvantaged learners.

**Keywords:** Disadvantaged, backward, uneducated, problems, communication

### **Introduction**

Language is dynamic. Disadvantaged learners are increasing day by day. Nowadays we have schools even in rural, tribal and slum areas. They are present in every area of the country. Learners who belong to this category lack in knowledge and skills. The situations and circumstances make them the Disadvantaged. They are cognizant of the education but they don't have enough grasp of that education.

### **Objective of the Study**

The principal aim of the study is to deal with the disadvantaged learners who are slow in learning exclusively in English.

### **Hypotheses**

The following are the hypotheses of the present study: (1) disadvantaged learners don't have access to the technology and (2) disadvantaged learners lack knowledge of the English language and they are unable to cope with English education

### **Research questions**

- 1.) Who are the disadvantaged?
- 2.) Why are they disadvantaged?
- 3.) Why is English learning essential for the disadvantaged?
- 4.) What are the problems faced by the disadvantaged learners?
- 5.) What kind of education do they need?

## Discussion

The term ‘disadvantaged’ refers to those who are poverty-stricken, living in pitiable conditions and/or destitute. They don’t have enough facilities and access to gain a good knowledge of English. Disadvantaged learners are the needy people who are socially, economically and area-wise backward, compared to the rest of the population of the society. Poverty is the main reason for their pitiable situation. Due to low status they are denied all the facilities and privileges available to upper class people. In the disadvantaged category we can include the very poor, the downtrodden lower castes, scheduled castes (SC’s) and scheduled tribes (STs) and all the socially, economically backward learners.

Disadvantaged learners are not even exposed to the other world, the educated world. They are the people who are considered inferior to the upper-class people and the educated people. Being disadvantaged is not a curse, but there are many reasons and circumstances that play important roles in making one disadvantaged. I consider poverty as the main reason for their backwardness. They don’t have any opportunity to mingle with and to expose themselves to others because of their inferiority. Lack of intelligence due to lack of educated family background is also seen in them. They also lack food, shelter and comforts. This lack of knowledge results in their looking at all matters in a negative way as they may not even be able to have a good job. It results in unemployment. Location is also another important reason for the disadvantaged learners because they live mostly in rural or slum areas.

Their background judges them. They lack the scope in which privileged or upper-class people get through hurdles, by living in better locations. Disadvantaged learners lack in education and knowledge since they don’t have enough exposure to it. Most importantly, disadvantaged learners do not have the proper exposure to the English language. This leads to many difficulties in communication, social life and economic situation.

English has become an essential factor to all people. In our country, English is necessary in any field or any kind of job and it has become almost obligatory. Today technology has developed and so in other ways our knowledge of the language has to be developed. Particularly in this aspect privileged learners are superior to disadvantaged learners. If their knowledge of English improves then automatically their standard of living will be enriched. By enhancing their language ability, they can also easily improve their social status.

English language is needed to survive in the present scenario. We couldn’t imagine a world and the people in it without English. Disadvantaged learners lack in language skills. They face many problems in learning English. According to my view, Disadvantaged learners have anxiety and don’t have self-assurance. Privileged people don’t have any fear on English language as they have much exposure to it. Just by seeing the privileged learners, disadvantaged learners lose their confidence level and anxiety arises. The privileged learners don’t have any difficulty in language. They are able to study well, while tackling their portions for their classes. Familiarity plays a vital role; while the disadvantaged are discouraged in learning subjects in

English, the privileged learners have no such problems, since they have had many exposures to the English language.

Teaching methods have to be changed to develop the language skills for the disadvantaged learners. Disadvantaged learners must be stimulated by the teacher. They can be taught in many ways like making them to converse, group work, letting them play games, showing them some pictures or some videos by which learners' responsiveness will be effortlessly multiplied and the learners will be fascinated by these teaching methods. Teachers can teach in their native language first, so that they feel happy and much more comfortable and then English can be introduced to them step by step. This attempt will surely help the disadvantaged to learn English.

Teachers must motivate the disadvantaged learners to learn the language. The most needed thing is positivity. Learners have to be handled by the teachers in a positive way and the disadvantaged should feel easy and happy to learn English. The other main thing is confidence. Anything can be achieved through confidence. It's the duty of teachers to encourage their learners. If disadvantaged learners are encouraged in their studies, they can easily achieve many things in their lives and their self-worth will be increased. They must be taught in a simple way and should not be discouraged by the teachers. Teachers should give equal importance to privileged and disadvantaged learners. Positive attitude should be developed among the disadvantaged learners.

### Conclusion

Disadvantaged learners must be treated well by the society, surroundings and mainly by the teachers. Many disadvantaged learners have the capability, but situations and lack of facilities make them feel like inferior persons in society. The best challenge to our country is to develop the disadvantaged learners and to improve their situations so that the disadvantaged learners can be easily exposed to the outside world in which they can gain many experiences especially in learning language. Learners have to put in their efforts to develop their learning skills. In this present scenario, the role of a student is as equal as teacher in developing their language. On the whole, the motivation and guidance of the teacher towards the disadvantaged learners will help them prosper in their lives.

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## **The Problem of Rural Area Engineering Students in Learning English in India**

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### **Abstract**

English is an international language, spoken in many countries either as a native language or as a second language or as both. English language plays a major role in India. A person from south India does not speak Hindi, so to communicate with the people of other states he depends on English for communication. Most of the engineering colleges are also located in rural parts, adjacent to small towns and major cities in Tamil Nadu. Many students in engineering colleges in Tamil Nadu come from small towns and rural areas where English is not spoken on a regular basis. This paper explains the problem of rural engineering students and the factors required for enabling the students to acquire English Language skills to become competitive with others.

**Keywords:** English, Rural Students, Engineering students, Higher Education, Suicide Data, Language Skills, psychological problem, Poor Exposure, Poverty.

### **1. Introduction**

India's higher education system is the world's third largest in terms of students, next to China and the United States. India has distinct advantage over China in using English as the primary language of higher education and research and as second language in schools. India educates approximately 11 % of its youth in higher education compared to 20 % in China [1]. With the IT Revolution, most of the MNC's and corporates using their software in English and their operating system is also in English Language. English is said to be the world's most important language having communicative and educative value.

According to recent surveys, approximately 4% of the Indian population use English which represents 35 million of people. It means India is the largest English speaking community outside USA and the UK. Dipti Gupta [2] explains the necessity of English teaching to the engineering students so as to develop adequate and comprehensive English language skills (LSRW). Failure to do so will literally mar their future profession. Ms. Mane Varsharani [3] says that English language is the current *lingua franca* of the international business, technology, aviation, diplomacy, etc. Darha H. Joshi [4] emphasizes the role of English language for engineering students in their prospective careers. It is well known that English language entered into India only after the arrival of the English men. Soon after their arrival it began to exercise its



influence on the intellectual life of the people and reduced the communication gap between the rulers and the people of India.

## **2. Habitual Learning and Adult Learning**

Language learning is a natural process for the native speakers. The approach to this learning process is called the 'Behavioristic Approach' or natural learning or 'Habitual Learning'. But, for the students of other languages, deliberate efforts are required to learn a foreign language which requires a 'Mentalistic Approach'. The students of rural and semi-urban areas in India face such problems because English is not their mother-tongue. Their learning of English is called 'Adult Learning'. One of the greatest advantages of Engineering studies is that the students can find placement while they are studying in final year. Therefore, English Communication skill and fluency are important in studies and also in their career. Our present Engineering students need to enhance their Communication skills in English as well as soft skills to thrive in the competitive world and seek jobs in corporate sectors.

## **3. Recent Students' Suicide Data Because of Poor English Skills**

A 19 year-old engineering student, who was studying in a private engineering college at Sivakasi, near Madurai, was upset over his poor English skills and committed suicide by jumping in front of a train in 2013 [5].

A 21 year-old student of an engineering college committed suicide as he was upset over not being able to understand the subjects which were taught in English in a private engineering college at Madukkarai, Coimbatore in 2013 [6].

A 3rd year B.Tech. CSE student from Patna Nagar in Bihar studying in a Private university at Vellore allegedly committed suicide by hanging himself in his hostel [7]. He was depressed after failing in the recently held examination. The failure may be due to poor English skills.

A 2<sup>nd</sup> year mechanical engineering student, a native of Jamshedpur in Jharkhand state, committed suicide inside a common bathroom in the hostel in the early hours of the morning in the same university [8].

A Dalit Research Scholar studying history at Jawaharlal Nehru University, finished his life [9]. He left no suicide note but his writings over the past few years captured the way he experienced this structural bias. He took JNU entrance exam thrice for M.A. and twice for M.Phil. / Ph.D. In the same post, he described the reason why he had to appear repeatedly: "First two times I did not learn English properly. But I tried because I just did not want to give up". He adds, cryptically, how a professor in a previous interview before he got through in the MPhil. / Ph.D. course, mentioned his "simple language". There is a telling sentence, where he describes sitting below the statue of Nehru in the JNU campus, "Why you don't want to educate me?" Perhaps what he really meant to say was 'Why does my English pose such a big hindrance to my education?' English language was his agony, which he could finally overcome at least at the interview time.

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N. Karpaha, M.A., M.Phil., NET and Dr. D. Nagarathinam

The Problem of Rural Area Engineering Students in Learning English in India

#### 4. Let Us look at the Problems in Rural Areas

A study conducted by the School Education Department in November 2013 revealed that around 40% of students studying between Classes VI and VIII in government schools in Madurai East, North and Melur blocks could not read or write in Tamil [10]. Pooja Kulkarni, Project Director, Sarva Shiksha Abhiyan, said that only 65% of students could read Tamil and 52% could write Tamil in Madurai East. The corresponding figures for Madurai North Blocks were 63% and 61%. In Melur it was 67% and 66% respectively. Further pointing out that the State average for Tamil reading skill, among primary students was 72%, she said that three districts – Theni, Sivaganga and Pudukottai – were below the state average [10].

#### 5. Illiterate Parents

The unlettered and semi-lettered parents live hand to mouth with their insufficient income. How can we expect them to think about their children's education? It doesn't show their indifference but their inability to give much care for their children.

Students from rural areas do not realize the importance of English as a language of communication whereas this is the most important aspect of the global language. They lack the confidence to speak in English; expression in the language is also weak. First reason is that they have been taught English through Grammar-Translation Method. This method makes them depend on their mother tongue. Lack of parental involvement: This may be just specific to our area, but there is lack of focus on education, as many people have the opinion that they were fine with little school, or "They learn everything that they need to know by working on the farm". So there is nominal assistance from parents with anything related to school. There is also a low rate of students going to college, as many of the parents discourage higher education. There are also days where a student will get pulled out of school to help them in their farm.

#### 5a. Remedies

Now-a-days, everyone in rural areas wants the kids to study in an English medium school. Generally the teachers who go from cities to these villages speak comparatively refined language. It has been our personal experience that children feel shy or scared in such a situation. So, a key here is to let them express themselves in their local language. First let them be comfortable.

In the rural and semi-urban areas, the study of English language begins at the KG level, it continues up to Senior Secondary or first Degree level. Even in the Professional Courses, the teaching of English as a communication skill is an integral part of the curriculum or the course obligations.

**There is a Good Couplet that says:**

*"With English you're a hero!"*

*Without English you're a zero!"*

#### 6. Psychological Problems

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The major problem faced by rural students is psychological problem. The first and foremost problem is hesitation and the next is shyness. Hesitation is a state of doubt or uncertainty. Strategies can only act as a pill to motivate the students to come out of their hesitancy. In order to overcome these problems, allow the students to speak broken language initially and do not criticize them. Make them acquire fluency and accuracy. To overcome hesitation, broken English can be allowed in the class room. Make them have fluency rather than accuracy. Like the Urban students, they don't get suitable surroundings. So it is the duty of a teacher to create conducive environment for the students. Teachers should encourage the rural learners to be confident and feel that English is also a language like their mother tongue.

Investment in giving English language proficiency to young students in the rural areas of the country can go a long way in empowering them to acquire gainful employment and thus help them bring prosperity not only to themselves but also to their families, their community and the village at large.

## **7. Poor Exposure**

The students, as soon as they get into the colleges, feel that they are highly relaxed from the rigidity and the enforcement of the discipline in their schools. They nurture a false opinion that this is an ideal age to enjoy the life, which may not really be true when they leave the college.

India is one of the developing countries that has been contributing in large measure to migration of people to foreign countries, particularly the developed Western countries. Millions of Indians have migrated to Western countries from rural areas. Among these, many are now well-off in business and other professions and have earned a name for themselves in the host country. Any one of the English proficiency tests like IELTS, TOEFL, is the requirement to apply for student visa. A large number of candidates appear in these tests of English with a view to go abroad.

There are many reasons why people from developing countries seek to migrate to developed countries. For the majority the biggest motivation is economic and social benefit to the individuals and their families. Most of these migrants happen to be young people who have just finished schooling or pursuing graduation.

The appearance of large number of candidates from rural areas in International English Language Testing System (IELTS), and in similar other tests of English, is an indication of the eagerness of rural candidates to migrate to other countries to improve their economic conditions. Cambridge IELTS is conducted by the British Council and the IDP Australia for the benefit of those seeking to go abroad. As proficiency in English happens to be an essential requirement for even a student visa, a large number of candidates appear in these tests of English with a view to go abroad. "Nearly 90% of the students from rural and town-based engineering colleges have trouble in communicating even two sentences fluently in English," said Albert P Ryan, professor of English & Head, Higher education at KCG College of Technology [12]. According to a study

carried out in towns like Tiruvannamalai and Trichy, colleges which boasted about 85% pass percentage did not have students who could converse fluently in English, he said [12].

## 8. Mother Tongue Influence

Mother tongue of students from rural areas is highly influential in both inside and outside the classroom. Even the faculty members of other disciplines teach their subjects only in Tamil. English teachers often follow only the translation method. The pupils hear English only in the English hour. Most educationists stress on the use of the local language/mother tongue to impart early education as it improves the child's ability to grasp and learn concepts. However, there is no running away from the fact that teaching English as a language has become a key determinant for future success and mobility of a child. English is not a subject and it is a language. The language skills can't be taught, they can be learnt by practice only. One who practices it with interest can learn English. Final year students from rural areas face real challenges in colleges when they go for Campus interview particularly in Group Discussion in MNC 's, because of lack of exposure to English.

## 9. Economic Resources

**Lack of resources:** This is compounded by our state's abysmal track record with education funding, but in several schools the resources (books, supplies, etc.) come from the teachers. We can fill a requisition form for many things, but more often than not, it just sits in a stack and by the time it gets through it's past. It's just easier to buy whatever we want as teachers! Many of our students don't have internet access at home, or reliable cell phone service. As a result, it's very difficult to give the students homework, as many of them don't have the ability to look out for resources at home, post their work, or get into contact to get help.

**9a. English Language Communication Laboratory:** The English language communication laboratory plays an important role in the English language learning process. English Language *Communication Skills Laboratory* is a compulsory course for all the Third-year students of engineering and technology studying in colleges affiliated to the Anna University, Tamil Nadu. ELCS Lab was introduced in the year 2006. The main objective of the ELCS Lab is to develop students' communication skills and prepare them for placement / campus recruitment while they are all in Final year. The ELCS Lab training is given with the assistance of Computer Network along with specially designed software. The objectives of the lab training are given below:

- \* To equip students of engineering and technology with LSRW skills.
- \* To help them develop their soft skills which will make the transition from college to work place smoother and help them to excel in their jobs.
- \* To enhance students' performance at Placement interviews particularly in Group Discussions and other recruitment exercises.

## 10. Poverty

This is probably the biggest obstacle. Some of our students live at homes with limited food, or only intermittent access to running water/ electricity. This comes with a whole host of challenges, not only in school work, but also in limited ability to participate in extra-curricular

activities. Every year, I have to purchase clothes for my Forensics students to compete in, because many of them would simply be in jeans and a T shirt.

## 11. Environmental

**Out of school hours:** The children are engaged by their parents to help in their trade and agriculture, rearing cattle, etc.

**Child Labour:** It is quite common in the villages to boost income to meet both ends. The Child Labour Act doesn't work here.

Besides the hopeless and helpless parents, the siblings of the children, the immediate and the distant family members, neighbors, friends are too helpless. The ill-equipped schools, staffed with less qualified and inexperienced freshers, pupil-teacher ratio, plural teaching all. No language teacher, child Labour, the children engaged in their parents trade and agriculture, the destructive agents of the youths - cinema, TV, Journals, Drug-Addition, lack of the hope for job opportunities are the major problems and stumbling blocks to teach English in the rural areas in India.

**12. Distractions:** Drugs and tobacco addiction are affecting the slow learners. When the don'ts in the cinema, media are repeatedly screened or shown they become attractive. The outside atmosphere rather pollutes their mind and they seek the destructive paths. Students are the part and parcel of this society.

In a recently conducted English Proficiency Test at I.I.T, Madras [10], about 13 % of the first year B.Tech. and B.Tech.(Dual) students failed to crack the test. Of the total 820 students, 106 students found it difficult to clear it. [10]. Every year, the Department of English conducts an English proficiency test for the first year B.Tech. and B.Tech.(Dual) programme to identify students who have difficulty in English and help them improve their skills during the course of study. In the similar way, the rural colleges need to identify the poor students by conducting the English proficiency test and conduct special coaching classes to improve their skills during the course of study.

## 13. Conclusion

The above mentioned problems are not impossible to solve before the ideal or great teachers to motivate and inspire the students - the pillars of the future generation.

“A poor teacher complains;  
A great / ideal teacher inspires the students”.

English language learning is to be incorporated in their studies and compulsory English language learning programme for every year is also to be incorporated in each and every year during their course of study.

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## Problems in Teaching and Learning English

S. Kavitha, M.A., M.Phil.

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### Abstract

English has accomplished a great feat; it has made itself the global language throughout the world. No one can deny the fact that it has become a part and parcel of everyday life. Apart from all the cultural disparities, it holds a major role in the field of education, global trades, business, technology and so on. English has become unavoidable in the Indian education system. Though the role of English is inevitable, learning and teaching English in India faces many problems. Many students and teachers have always encountered certain problems in the process of learning and teaching the English language. Everyone has tried to overcome obstacles and difficulties in learning English, but unfortunately only a few people are able to tackle the hurdles faced by them in the process of learning. This paper is a brief review on some well-planned and organized ways to facilitate the process of learning and teaching English.

**Keywords:** English language, Indian Education system, Problems of learning, overcoming difficulties

### The Important Role of English

English is the most commonly used language throughout the world. The importance of English is felt in the field of science, information technology, entertainment, education, business etc. It has also become compulsory for the people who work in multinational companies. It helps to pursue and obtain more career opportunities. People who have good command over the language excel in all fields. Learning English improves the individual's status and life style. Though there are great benefits from learning English, teachers who handle English and learn English face insurmountable difficulties.

### The Difficulties of Learning English

#### Mother Tongue Interference

English language learning is faced with a myriad of challenges. Influence of mother tongue is one of the primary reasons why the students do not get acquainted with the English language. They use their mother tongue to learn the second language and moreover, they do not get adequate opportunities either to listen or to speak in English. Students feel easier to communicate in their native language instead of English. Usually, the students think and translate the content into their vernacular language which makes the process of learning a complicated one.

### **Adaptation of Bilingual Method in School**

Majority of the students who come from rural background is in need of the bilingual method of teaching. This method can help the slow learners to some extent, but this method affects the whole process of learning the language. It does not show any progress and the attempt at learning fails ultimately. Students are not able to construct even one single flawless sentence after completing twelve years of study. The major reason behind it is that they study English for getting a mere pass mark.

Of course, it is very difficult to learn a new language in the limited hours, but still the teachers may have to insist on speaking in English during all the class hours.

### **Lack of Vocabulary**

Vocabulary is an important part in learning a language. Learning vocabulary is a key skill for learning any language. It helps the speakers to convey their ideas efficiently. Many of the learners fail in acquiring it. They pay less attention in learning vocabulary which results in ineffective communication. Equal importance should be given to learning vocabulary just as in learning other skills.

### **Error in the Methodology**

School study is an important phase in a student's life. English is introduced only at the first standard. Most of the teachers who teach English in primary schools have not graduated in English Literature. Good teachers of English are not found in India so the teachers of other subjects are made to compulsorily to teach English. The quality of teaching gets affected. Hence, English is not taught properly in schools. When these students acquire high school education, they carry the defective knowledge of English with them. A frequent change in the policy of the government is yet another reason why students lack good standard language. Introduction of English language to the students vary from one state to another. Uniform policy should be implemented for the efficient learning of language.

### **Lack of Time**

People often complain that they don't have time to put extra effort into learning the language, but the important thing to deal with language is to learn it on a daily basis. There is no need to spend money to learn the language. Readiness to learn and consistent practice makes everything possible. Proper planning is necessary to manage the time.

### **Drawbacks of the Learners**

Students are not interested in learning English. Students are afraid to use English language and they feel shy to communicate in English. They consider learning English as a compulsory matter and they learn it for getting pass marks. They actually do memorize everything including grammar, essays, poems, and so on. The students who score above 80 percent fail to use the language efficiently. They do not feel the pleasure of learning the language, rather they get frustrated. Lack of constant practice and patience is also one of the drawbacks of learning. Commitment is needed from the learner's side to master the language.

Students should inherit the habit of speaking in English wherever possible. They should feel free to correct their mistakes without hesitation.

### **Difficulties in Teaching English**

Teaching is an art and an effective teaching skill is the important trait of the Teacher. Qualification, training and experience mold them as an efficient instructor. Though there are many efficient teachers in English, they fail to understand the mentality of the learners as well as the needs of the corporate who hire them after they complete their degree. They stick to the rules of institutions and universities. They toil hard to complete the syllabus and to make them pass.

### **Non-availability of Suitable Teaching Aids**

Though there are numerous teaching and learning materials available in the market, suitable materials are needed to benefit the students. Even the teaching methodology is outdated. New materials and methodology is required to meet the challenging world. In addition to it, Good text books, work books, visual materials are also essential for effective teaching. In the present scenario, students are fed up with the same set of rules and regulations of grammar. Practical teaching is the requirement of the young generation. Their need is entirely different. Teachers should adapt some new methodology to create interest and motivation among the students. We cannot accuse the tutors alone for the existing problem. The syllabus framed by the universities is also making the learning process tough. The teachers are forced to complete the syllabus rather than making the students learn the language practically. Adequate practice is not given to students to learn the English language. They are not trained to face the daily life situations. Application oriented advanced grammar is not taught in schools and colleges. Many teachers are interested in developing the students and motivate them, but they are compelled to adapt syllabi.

### **Lack of Proper Aim**

Many teachers do not understand the main aim of Teaching. They focus on grammar, writing, dictation and composition. Among the four LSRW skills, teachers aim at listening and writing. The urge to complete the syllabus and coach them for getting pass marks do not allow the student to speak in the classes. They are satisfied with the lectures and dictation given to the students during the whole period of teaching. The ultimate aim of teaching English language should be practice and activity-oriented learning of English. The use of Audio visual aids should be encouraged. Efforts should be made to improve grammar and its usage in everyday communication through illustrations.

### **Condition of the Classroom Atmosphere**

There are nearly 50 to 60 students in a class and Learning is hampered in over-populated classes. Individual attention is not possible. A good teacher has to handle classes for all the students. To keep the class under control, the teacher gives monotonous lectures without giving a chance for the students to speak. A class strength should be reduced to 25, so as to monitor every individual in the process of learning. It is the responsibility of the teacher to keep the students awake and interested. It can be made possible by cutting down the strength. Many learner centric activities can be given to arouse interest in the minds of the learners.

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## Conclusion

Though the task of learning and teaching English is difficult, the teachers and students' sincere efforts will help them to overcome the difficulties. It is also the duty of the government and the educational institutions to implement a revised syllabus that should also focus on spoken English. These changes in the perspectives of learning and teaching will definitely bring forth a fruitful result.

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## Problems in Teaching and Learning English

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### Abstract

Learning English as a second language has long been of interest for teachers and learners. But unfortunately only a few people are able to face the problems successfully. Many students and teachers of English language have always encountered many problems. This paper deals with the difficulty in learning English at different levels of education.

**Keywords:** English as a second/foreign language, learning problems, teaching problems

### Introduction

The English language teaching tradition has been subject to tremendous changes, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. As it will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques language teaching and learning.

In British colonies English was taught and ELT was called TESL. Teaching English as a second language. In these countries England wanted its colony citizens to learn English in addition to their mother tongue. Over the years, English became the dominant language of these colonies. Even after independence these countries continue to emphasize learning English, since English has become the dominant language in all walks of life around the world.

### Objective of the Study

This study focuses on finding out whether cooperative learning can improve the students English language acquisition in a literature class in a secondary school.

### Hypotheses

Hypotheses are possible ideas about language rules that learners form as they receive information. Learners test their hypotheses by using language and these ideas change as new information is received.

### Research Questions

\* What is learning?

- \* What is e-learning?
- \*What are the difficulties and problems in learning English?
- \* How to make e-learning effective?

## **Discussion**

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values or preferences. Evidence that learning has occurred may be seen in changes in behavior from simple to complex. This ability to learn is possessed by humans, animals and some machines, and there is also evidence for some kind of learning in some plants. Some learning is immediately induced by a single event, but much skill and knowledge accumulates from repeated experiences.

Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness.

Electronic learning or e-learning is computer learning. A specific and always more diffused e-learning is mobile learning which uses different mobile telecommunication equipment such as cellular phones. When a learner interacts with the e-learning environment, it's called augmented learning and this has been shown to improve learning performance for a lifetime. See also minimally invasive education.

Moore pointed out that three core types of interaction are necessary for quality, effective online learning.

Learner – learner (without teacher present)

Learner – instruction (student teacher communication)

Learner – content (intellectually interacting with content that structure and in traction)

## **Vocabulary**

To improve vocabulary, read an English language newspaper, Reading habit will improve not only your vocabulary but also the sense of making sentences. Grammar is not essential to learn a language but it is very basic to correct your language. Therefore, a grammar book will be very helpful during the learning process.

## **Speaking and Listening**

Listening to an English channel will improve pronunciation skills. “Speak” is the rule to address this issue. Whether you speak wrong or right, you don't give up. Speaking will end shyness which is a big hurdle in learning any language.

Anyone may be able to create a simple online course; however increasing the effectiveness of online learning is altogether different. There is no golden rule on how much time to research material before making it available to your learners.

The reasons are simple. You want to be prepared to back up any claims made within your course material. Not all learners digest information the same way and some may need more explanation.

To improve vocabulary read an English language newspaper, Reading habit will improve not only your vocabulary but also the sense of making sentences. Grammar is not essential to learn a language but it is very basic to correct your language. Therefore, a grammar book will be very helpful during the learning process.

Some English cartoons are very helpful to develop speaking skill in English. If we talk in English as a regular practice, it will help us a lot to improve our skills in English.

### Summation

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used words and this way we will master the most important English vocabulary for our practical real life needs.

English synonym dictionaries combined with general English dictionaries are an excellent tool for intensively, comprehensively and logically mastering vocabulary for the needs of the learner in real life situation. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

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Problems in Teaching and Learning English



## Enrich Slow Learners

H. Anitha, I M.A. English

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### Abstract

Language plays a pivotal role since it is one of the finest ways to interact and communicate with the other people. Especially, English is considered as an international language and stands in the front of many sections like education, medicine, engineering, business, etc. It is considered as the most important language in the world and also spoken as the first language in many countries. But, still there are some slow learners, who are struggling to learn English, due to their low IQ level. In order to enrich the slow learners, I will come up with some basic ideas like be patience with them, recognize the problem area, teach the students individually, dedicate extra hours.

**Keywords:** slow learners, patience, cognitive skills, dedicate, recognise, distract, struggle, teach.

### Objectives

In the present system of education, students are identified as slow learners purely on the basis of their poor performance in the examination, which, in most cases deviates from what is taught. Consequently, even talented students are sometimes misconstrued as dullards. So, a slow learner is one whose performance is very dismal in the examination. He is neither mentally retarded nor is on the lower rungs of intelligence scale.

- 1) How to develop the slow learners?
- 2) What are the steps should be taken in order to enrich them?
- 3) How to identify a student as a slow learner?
- 4) What are the significant aspects should be followed when they are treated?

### Mixed Ability Groups, and Challenges

Teaching is the challenging profession that requires a lot of patience, innovation and motivation, in order to bring the great development among the students. There will be a mixed section of learners inside the classroom based on their intelligence and performance criteria.

In a classroom, among all the students, some students have short attention span, poor memory, difficulty knowing directions, poor reading or writing ability, coordination problem, difficulties with sequencing, etc. When the students found with those qualities, they are considered as slow learners. But, slow learning is not a learning disability. It is simply a term used to describe a student with the ability to acquire all necessary academic skills.

### **Problems Faced by Slow Learners**

The first and the foremost aspect of teaching a slow learner is that the educator should be patient, consistent and stable throughout the entire process. Weak cognitive skills coupled with the slow speed learning is considered as the major problem of the slow learners' education. So, a teacher has to be more patient towards their ability and must find creative ways to teach them. A teacher should ready to repeat every basic instruction, keywords and concept again and again without being boring. Shortly said, do not over speak, but over teach.

### **What Should Teachers Do?**

When dealing with the slow learners, teachers should be aware of where slow learners are going wrong and what are the problems facing by them. A student might be facing problems at both physical level as well as mental level. Encourage them to speak more about their problems and listen carefully what they are saying. Educator must be friendly with them and such friendly conversations made them open up and speak without fear.

Teachers instruct the slow learners to set a goal because when the students have goals to achieve, it keeps them motivated and improve their learning methods. A proper time table should be drawn by them, so that they can study on a regular basis and track their progress. If slow learners should not schedule their time, then it would be difficult for them to cope with the pace of the class.

### **Give Priority to the Slow Learners Also**

A responsible teacher should give priority not only to the rank holders but also to the slow learners, unless they may get detested both on studies and on school. The slow learners should not be biased, and their expectations is to be treated equally with the other children without any prejudice.

### **Pair Slow Learners with the Strong**

Usually, many activities are carried out only in groups but not individually. So, when the group is divided, educator should pair the slow learners with the strong and the faster ones, because, once the student is under the guidance of a fast learners, that student can cope with the stress of learning and speaking English slowly as well as gradually.

On the other hand, it would be better if the slow learner is paired with the fast learner, who belong to the same age. If the educator do so, the slow learners come forward to talk or

clarify their doubts with the help of the fast learners without any hesitation, since they belong to the same age.

### **Special Attention through Extra Hours**

The teachers should give some special attention to the slow learners by dedicating extra hours in order to let them understand everything clearly. If the teachers spend extra hours apart from their schedule, then the slow learners will certainly show some improvement in their learning process and later, that improvement will lead them to attain their success.

### **Special Classes and Teaching Assistants**

The teacher can also request the school management's help to arrange some special classes for slow learners before or after school. To make the work easier, the teachers can get a co-teacher or an assistant teacher for that special class. This method will help the teachers to concentrate better on the slow learners. They also can easily comprehend when they are taught by using special chat sheets, mini dictionaries, visually graphic information sheets, etc.

### **Special Care by Others Including Parents**

A special care should be taken, not only by the teachers, but also by the parents, in the development of their children. The parents should ready to send their children for special classes, apart from the regular classes. Parents should know about the strength and weakness of them, since they played a major role in their life, when compared with anyone else. The school management should conduct special meetings for the parents of the slow learners, apart from the general PTA meets for the welfare of the slow learners.

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## Teaching Enhanced Through Smart Phone

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### Abstract

Nowadays, technology has been improved by way of smartphones and by other inventions. The general finding of this paper will show the use of smartphones in the classroom, has a great impact on both teaching and learning practices. The smartphone is weightless compared to books and is easy to carry; one can learn through mobile application like dictionary, Thesaurus, translator, group exam and other competitive exams. Students should know the positive side of the smart phones, as it happens, the linguists may present an opportunity for educators to design educational methods, activities and material that are suitable for smart phones. Students need to be allowed to use this technology. Smartphone application has found its way into our lives. The mobile application has contributed to creation, interaction and providing the necessary feedback to make the present and future classes into a better thing and helps in experiential learning. Smartphone is a better way to enhance the teaching in the present and in the upcoming days.

**Keywords:** Mobile applications, smartphone in education, technology, eLearning.

### Smart Phones – Choice Technology

The increasing capabilities of mobile or smart phones are positioning them as the technology of choice, replacing PCs, for many users, especially college students. As such, the use of these devices is considered an inevitable learning tool available to higher education. This paper explores the evolution of the smart phone into a potentially powerful learning tool by providing a literature review on smart phones. Smartphone is used in higher education that lays a foundation for future research that examines the digital gap between teacher and student related to knowledge.

### Lessons & Activities

#### *In Class Polling/Quizzing:*

One of the favorite tools to use in class is a program called Poll. This is a great piece of software to use in the classroom. The teacher can create quiz questions for the students from the text and a easy way to check in their answers. No need to buy an expensive clicker system to set up, and/or maintain. If students register their cellphone numbers, the teacher can even track their answers for impromptu quizzes or reviews.

#### *In-class Backchanneling:*

Backchanneling refers to the use of networks & social media to maintain an online, real-time conversation alongside spoken remarks. For example, if you attend a keynote presentation at a conference these days, you will often find that some listeners in the audience are using their mobile devices to take videos, to record their speech and to comment to other

audience members about things that the speaker is talking about, while the speaker gives a lecture.

Backchanneling can be a great way to give quiet students a voice, to introduce additional facts and insights during a lesson, or simply to encourage “conversation” during lecture or group readings when you do not want to interrupt the presentation.

While Twitter is probably the most popular medium for backchanneling news and entertainment events, teachers will probably want a more controllable platform than the one Twitter provides. Educators can readily set up a private backchannel using free webtools. One popular program is Today’s Meet, which allows individuals to create temporary rooms to host backchannel discussions.

### ***In-class Readings & Handouts:***

Smartphones can also be productively in the classroom as eReaders for books, handouts and Drop Box folders. If we are reading or doing work in class, they can access our Dropbox space via the internet and open reference material without printing it up or asking for a new copy. It is *literally* right in the palm of their hands.

Of course, for traditional reading materials like textbooks and paperbacks, you can use mobile apps like Kindle eReader, Nook App, iBooks, or Google Play Books, Kobo, WhatsApp, etc. Many of them host free content and some allow you to load content of your own. This is a great way to save money on book purchases and photocopies. Using these apps, students can even highlight and develop their vocabulary.

### **Research**

One of the greatest active uses of smartphones is in the area of research. The days with photocopies, taking meticulous notes, and trying to employ a series of notecards in a vain attempt at some semblance of a coherent organized system, are gone. Smartphones do a much better job. In this case, the power is in the apps these days. The student’s favorite research is the tool smartphone “camera scanners” which capture information using the phone’s built-in camera. One of the best apps is a program called Genius Scan+, available for iOS, Android, and Windows based phones. This app allows the student to take pictures of documents even books with those bendy pages, crop them, and then enhance them for ready viewing. They can create notebooks of documents of a book or article and then it can be stored on the device or export them as a photo image or PDF to Google Docs, DropBox, Evernote, and more. It is a great tool for teacher and to the students to organize research materials.

Evernote is another great application that students can use to organize their notes and images, take voice notes, write notes by hand, and gather web clippings, sort emails, and so on. They can put them into pre-categorized folders as class, project, theme, etc., as well as give them “tags” which makes them easy to search and sort later.

### **Google Search**

Most people can grasp the power of having Google in their pocket, but few recognize that the mobile version of Google is much more than a web browser. The Google Search App is used not only for traditional searches, but has a voice search feature as well.

The Google Search is the ability to perform searches using images. This feature, called Google Goggles, is a creative way to search the internet for image-based content in which they can watch the videos. These mobile Google capabilities offer a great way for students to explore material on the fly, using a variety of media. Any content, images, etc. that they find can be sent to a Google Drive account. For example, the teacher can give a separate email id for the class to use in which they can operate google drive; the teacher can upload the assignments, notes, etc. in the account so the students can download the materials from it.

### **Social Media**

The social media landscape is dynamic, and students will regularly embrace new apps. Therefore, teachers should examine the instructional and communication possibilities of these apps and consider their potential to engage students and to augment learning in new ways. As an academic device, social media improves the chance to learn by enabling learners and instructors to link and communicate in new, interesting ways. Websites such as Facebook, Twitter, and LinkedIn provide a place where users can dialogue, exchange ideas, and find solutions to problems. These websites have been designed to promote cooperation and conversation. Social media is used as educational tool and today's students arrive at school, fluent in Web and social networking technologies. Teachers can make use of this knowledge to enhance opportunities to learn. With social media, teachers can promote cooperation and discussion, create meaningful conversation, exchange ideas, and boost student interaction. It enhances student engagement that is an effective way to increase student involvement and build better interaction skills. Learners who hardly ever raise a hand in class may feel more comfortable on Facebook, Twitter, or YouTube. Social media systems enable instructors to identify "back channels" that promote conversation and surface ideas that students are too shy or nervous to speak out in class. It improves communication among students and teachers and enhances the interaction among learners and teachers. It prepares the students for successful employment and students entering the workforce can use social networking sites to network and find employment. It also helps the student to know about the daily news or current affairs happening in society and improves their learning skill.

### **Discussion Forums**

Rather than going on the open Internet, there are many resources available for teachers to set up their own online class discussion forums. This is a great way to develop students' skills in writing for an audience, as well as presenting and defending their opinions. In addition, it gives new opportunities for students to be heard, particularly those who are less likely to participate in classroom discussions. The discussion forum enhances the speaking skill and listening skill where the forum conducts group discussions and makes the students to speak through online. So, the tutor rectifies their mistake and the student can enhance his confidence level. In the discussion forum, the students can also raise doubts regarding subjects and other things, which improves their learning skill.

### **Audio Recording**

The audio recorder is a useful app which helps the student to record the lecture and hear it again when he cannot understand the concept. When a student is absent for the class the audio of the lecture can be send to the particular student through social media and this might be helpful for the student to improve his/her knowledge and it also improves in listening and writing skill. They can also increase their speed in writing as the audio runs.



Students may use to record lectures or to flesh out their assignments by adding in audio elements; and doing an oral history assignment with a smartphone is another possible use.

The audio can be a music, a different context, or even a speech by a different person from a foreign country so the students will be able to follow the pronunciation and the fluency of the speaker. Students and the teacher can listen to the audio to enhance their speaking skill.

This is certainly only a starter for smartphones in classrooms. Many teachers and students are already using them in other, untold interesting ways, but that is the point. Smartphones are compelling tools in the hands of students and well-informed educators, and they will only become more so over time. Using smartphones in classrooms presents new opportunities for teachers and students to work together on leveraging these devices.

Increasingly, students own smartphones at the very young age and, as with other aspects of their lives, they will turn to them as a matter of course to enhance their experience of learning. This study has shown that once students begin to use their smartphones for learning they will appreciate the benefits and the further possibilities that exist within their current frame of reference. It suggests that academics and educational developers continue to develop their understanding of personal technologies like smartphones, tablets and PCs and it reflects on the differences between these emerging technologies and established learning environments and technologies. The educators also reflect on their assumptions about the design and delivery of the curriculum and the formal and informal engagement that the students can have with it.

This study has demonstrated the potential of personal technologies with students, which has enhanced teaching through smartphones that is to be insightful for academics.

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## Problem-Based Learning

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### Abstract

Problem-based learning (PBL) is a tool that provides teacher educators with the opportunity to have their students encounter situations that they may be confronted with in their careers later-on. The PBL method, which was first used with medical students to enrich them with the opportunity to practice what they learned in "real life" situations instead of being confined to course content, has recently been shown by researchers working in education to have benefits for teacher training. Teacher training is an educational field that is particularly suited to the objectives and methods of the science of education, which constructs the framework of problem-based learning. Within the area of second language learning and teaching, problem-based learning aligns with approaches in which students learn the target language by using it, rather than being presented with and then practicing predetermined language structures.

**Keywords:** English language classrooms, traditional, language structures, student participation, problem-based learning, inquiry-based learning

### Problem-based Learning

Problems are commonly classified as well-structured and ill-structured problems (Simon, 1978): the former come with a familiar solution strategy and a single possible solution; for the latter, the strategy has yet to be developed based on what is known and there can be several solutions which are, depending on one's perspective, approximately equal.

### Kinds of Problems

**Simple problems** include those with a single known **solution and answer**.

- **logical problems** – like solving the Rubik's cube
- **algorithmic problems** – can be solved by applying a formula
- **story problems** – can be solved by applying a formula, but the task is presented in a narrative form and one needs to find out the parameters within the story before one can apply the formula.

- **rule-using problems** – rules (for example, right hand grip rule in physics, linguistic rules, norms of behaviour, traffic rules) can be applied to a number of cases. Examples: grouping, creating a crossword, finding pairs, filling in the gaps.

**Complex problems** include those with several solutions and answers or those lacking a clear solution and answer.

- **Decision making problems** (see also: decision making);
- **Troubleshooting problems;**
- **Diagnosis-solution problems** (see also: case-based learning);
- **Strategic performance;**
- **Case analysis problems** (see also: case-based learning);
- **Design problems;**
- **Dilemmas** (see also: decision making).

### **Task-based learning scenarios for solving simple problems**

Task-based learning is used most often during school classes. Usually, simple problems form some part of a lesson. For task-based learning, choose a simple algorithmic, textual or rule-using problem. Simple problems have a single known solution.

Typically, solving a simple problem has four stages:

- preparing to create a solution, i.e. classifying the problem
- choosing or working out a solution strategy
- applying the chosen strategy to find a solution;
- evaluating the result that was generated.

Consider which digital tools could be used to support solving such problems. Learning Apps and other similar environments for creating tasks are suitable here.

### **Creative Classroom task-based learning scenarios:**

- Countable/uncountable nouns
- Reformation in Estonian lands
- “Werewolf”
- How many seeds we need?
- Studying the working principle of a dynamometer and gravity
- Sum of angles in a triangle. The exterior angle
- Reading poetry as an Avatar
- Changes in nature
- Adjectives
- Countable/Uncountable
- How to build a marshmallow catapult?

- Heroes and religion in Ancient Greece
- A task-based lesson in the framework of Code Week

### **Inquiry-based learning circumstances for solving complex problems**

- Learning needs to be initiated by a problem.
- The problem must promote constructive activities and knowledge that can be usefully applied in the future.
- Acquired knowledge will be integrated to the problem based on the problem rather than the subject.
- Students are directed to channel their activities (individually and collectively) in a way that contributes to solving the problem
- Various forms of group work (individually for the team, together for the team) rather than lectures are used.

Students are supplied with a general thematic framework within which they can choose to explore the problems of their interest. Topics that connect with real life are emphasized. Problems are raised by the students themselves, who then set out to find solutions for them.

### **Solving the problem with inquiry**

The problem-solving cycle can be set off **inductively** (by looking for patterns of regularities – in this case, it is not possible to put forth hypotheses immediately) or **deductively** (by putting forth hypotheses that are based on some theory, which will then be tested in the inquiry).

**Inquiry-based learning** leads the student to ask:

- What does the problem consist in?
- How would it be possible to solve the problem?
- What kind of solution or strategy should I attempt?
- How correct is my solution?

Inquiry-based learning scenarios often involve a model of inquiry with the following stages:

- What is the topic, the problem of your inquiry?
- Are you working alone or in a team to solve it?
- What do you know about the problem? (one could use things like mind maps)
- What kind of information could you collect to understand, clarify, explicate the problem?
- Form a plan of how to tackle the problem and share it with the teacher.
- Explore and observe – what kind of information is required, where can one find it, who is collecting it and how to involve others, where do I store the data, is it accessible to others, what forms of data am I collecting?

- Presenting the results – How do I present the results, who will be involved in interpreting the data and drawing conclusions?
- How do I organize a discussion to reach a better understanding of the results?

### **Progressive inquiry phases**

**Progressive inquiry** is a pedagogical model of inquiry-based learning, where learning is subjected to the same methodology as scientific research. The process of inquiry-based learning kicks off from a problem situation or context based one on which the student:

- presents the context
- formulates a research problem – raises important questions
- finds the relevant information sources for tackling the questions, seeks for deeper knowledge
- puts forth a working theory and provides critical evaluation – presents his/her own vision for others to analyse and analyses the ideas of others
- offers solutions of one's own based on the analysis
- conducts an in-depth investigation of the problem – carries out the necessary studies
- creates a new theory
- shares one's expertise (participates in constructive group discussion)

The main role for the teacher in inquiry-based learning is to guide the students toward asking important questions based on a given context and to encourage them to propose their own theories. In practice, this means that results will be reached through collaboration and independent analysis, using additional sources of information when needed.

### **Creative Classroom inquiry-based learning circumstances**

- Indrek Hargla's historical crime fiction series about Melchior the Apothecary
- Discrimination
- Geometric shapes around the schoolhouse
- Properties of the graphs of linear functions
- Finding solutions to environmental problems
- Outdoor learning for 5th-6th grade nature education. Determining air quality by using lichen

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## Enrich the Slow Learners in English

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**I M.A. English Students**

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### Abstract

English is the omnipresent language in our country and it is also called an International communication language. The Average IQ level for slow bloomers is 70; they have lot of problems not only in language but also in sports, technology, etc. The students are asked to be with the peer tutors through games. We can develop their learning capacities. LSRW can be developed among the slow learners to improve their learning capacities. This paper deals with methods and tools that could enrich the slow learners' skills in learning English.

**Keywords:** learning English, Slow Bloomers, peer Tutor, learning capacities.

### Introduction

Language is a big obstacle for slow learners since they find it difficult to understand the new concepts. They are called intellectual disability learners, because they lack in skills such as listening, speaking, reading and writing. They need special attention to develop their study skills. These students are not preferred in schools. They are ineligible when compared with some other peer group students. Daily reading can improve their learning skills. But many teachers won't give preference to slow learners; they simply avoid them. So, we as teachers should help them develop their learning capacities.

### Objective of the Study

The principal aim of the study is to deal with slow bloomer learners who have "slow rate of maturation" in education, especially in English.

### Hypotheses

The following are the hypotheses of the present study:

1. Slow bloomers lacking in knowledge are reluctant to use English.
2. Slow bloomers don't have adequate social adjustment.

### Research Questions



1. Who are slow bloomers?
2. Why are they called as slow bloomers?
3. What are the difficulties faced by the slow bloomers?
4. Why many schools reject or do not prefer slow bloomers?
5. What kind of education do they need?

## Discussion

The term *slow bloomers* refers to the under-privileged, the very poor, mostly rural learners. They don't have enough facilities to learn English. Because they are like the diagnostic category students, below 70% IQ, considered as Mentally retarded children. Slow bloomers also have that problem. Their reasoning capacities, skills are typically delayed, and that makes new concepts difficult to learn. Another psychological fact is that they underestimate themselves in learning English. Even gifted students are frightened by English.

Slow bloomers have lack of attention in studies, have poor memory to retrieve their learning. They are from hostile background. Yet they do so well in all subjects except English. They have a fear of English language as a menace. Their poverty is another reason for their ill-preparedness in education. Their parents are illiterates. Parents may assume that they cannot afford school education for their children. They may also assume that getting a job is very difficult after completing their education. The students' education depends largely on their parents' knowledge. Whenever students return from the school, their parents must ask their children, what are the things they learned in their school. Slow bloomers mostly come from rural areas because they don't have proper training.

Slow bloomers struggle to speak in English. They have inferiority complex in front of other students. They have stage fear, and lack in listening because their minds are slow. They seem to have no interest in studies nor in any external activity. They are mentally disturbed. They have much desire to study but their memory power does not co-operate with them. Their appearance also reflects that they are slow learners. They look as gloomy as their mind. Their teachers and the parents neglect them as slow learners. In school, slow learners are isolated by their friends; other students dominate them.

The slow learners from upper class family will get chances to overcome their mental backwardness. But the slow learners from low class families do not get any chance to overcome their mental backwardness. Technology makes them lack in learning skills. Some slow learners never care about anything. They only want amusement in their life. Many slow learners come from slum areas.

## Need for English Language

English language is needed to survive all over the world, even in our own country. Slow learner lacks in his capacity for reasoning skill. When compared to bright students they have

much fear to communicate in English. They underestimate themselves. Nowadays education is like “Trade” and “Politics”, School managements want to attract rich parents. All the parents wish their children join schools with good atmosphere under the CBSE system. Nowadays people only want their children study in private schools. School managements want students who can afford higher fees. In schools they pay attention to the talented children, not slow bloomers. Teachers fail to pay attention to slow learners because they have to spend much more time to teach these students, and the teachers don’t have any patience to teach such students lacking memory power. The schools only concentrate on the student rank and activities. They won’t prefer to teach slow learners. The schools are frightened by slow learners, because it is a risky job for every teacher. Some slow learners are very shrewd, so the schools refuse to admit them because they would damage the school name. They won’t give admission for Tamil medium students, because they lack knowledge of grammar, vocabulary, blending words, and especially reading skill. And CBSE portions are very difficult to follow by all the students. So, syllabi turn normal students as mentally disturbed ones. In government schools every Thursday teachers provide remedial classes for slow learners. The government schools are not supposed to neglect any students; they are to give special attention to the slow learners.

The teacher should give some encouraging words to the slow learner. The teacher should arrange special classes for them to learn English. Through games they should teach some vowels and consonant sounds. through songs they can develop their listening skill. Should teachers give more exercise like question tags? And give practice to speak English in the form of dialogue writing. The teacher should introduce English step by step to the student. The learner should feel easy to learn.

## Summation

Encourage the child to explore areas of interest to him(or) her. So slow learners must be treated well by the society, parents and especially in schools. Many of the slow bloomers have capacity but they are dumped by the society and thus tend to lose their ability. The teacher should provide activity should be useful to them, it should enhance their skills rather than just whiling away the time. If we follow these ideas the slow learners will slowly develop their learning skills and their abilities for extra activities.

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## Benefits and Effects of E-Learning

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### Abstract

E-learning makes us completely independent. We can learn anything online through e-learning, anytime, anywhere. And it serves as a prominent reference for everything, so we can refer other online sources if we are not satisfied with a single source. And at the same time, we can develop our own skills because e learning can let us refer more on a single topic. Altogether e learning is inevitable as one of the greatest tools of learning in the present-day techno world.

**Keywords:** Independent learners, e-learning, Reference, Inevitable source

### Introduction

E learning has various benefits and effects on learning in each and every field of study. And it serves as the main key note for the postmodern techno users who want to have everything in their palm. So being a postmodern people, we can't neglect the importance and significance of e learning in our day to day routine life, because from dawn to dusk we are living in the milieu of the technical world. And after 1980s moreover e learning is a rapidly growing industry which has had a severe impact on the online active learners.

### Objective of the Study

The main objective of this study is to talk about the benefits and effects of e learning. And the inevitability of e learning in the present world.

### Research Questions

1. What is learning?
2. What is e learning?
3. How the e learning is a beneficial one?
4. How the e learning is an effective one?
5. What is the outcome of e learning?

### Discussion

Almost every action we take is the result of past learning, and yet, for some people, learning still remains an activity undertaken in, or associated with, an educational context. As babies we learn to eat, to gain attention, to crawl, to walk, and as we develop into children, and our bodies become more functional, we learn an inordinate range of skills. Learning is the course of obtaining the existing knowledge, skills, values, or preferences through a source of medium. Evidence that learning has occurred may be seen in changes in behavior from simple to complex. And the learning in and around the world changed over a period of time

in the human history. So there comes the alterations, modifications, variations and revolution in the progression of learning. Teaching field and various other fields have experienced so many adjustments as per the technological development. So as the world and people change the fields also have welcomed the improvement of science and technology in the process of learning. All these aspects lead to the development of various learning methods like visual learning, aural learning, verbal learning, physical learning, logical learning, social learning, solitary learning and so on. So, it's time for e learning.

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled to transfer skills and knowledge, and the delivery of knowledge is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly, as it was assumed that this system lacked the human involvement. However, with the rapid progress in technology and the advancement in learning systems, it is now embraced by the masses. The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, and such devices now have an important place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime. And at the same time, we can learn anything and everything at our doorstep. So this learning seems so easy and comfortable.

E-learning has proved to be the best mode in the corporate world, especially when training programs are organized by MNCs for professionals across the countries and employees are able to obtain important skills while sitting in the office, or by having seminars, which are conducted for employees of the same or different organizations under one roof. The schools which use E-learning technologies are a step ahead of those which still have the traditional approach towards learning. No doubt, it is equally important to take forward the concept of non-electronic teaching with the help of books and lectures, but the importance and effectiveness of technology-based learning cannot be taken lightly or ignored completely. It is believed that the human brain can easily remember and relate to what is seen and heard via moving pictures or videos. It has also been found that visuals, apart from holding the attention of the student, are also retained by the brain for longer periods. Various sectors, including agriculture, medicine, education, services, business, and government setups are adapting to the concept of E-learning which helps in the progress of a nation.

In e-learning we can easily know what learners really want and that may helpful to provide learner friendly atmosphere to increase the learners' interest. And the e-learning can deliver the corresponding information as quick as possible, so faster delivery of expected source of knowledge is cent percent. And more than this the e learning is a cost effective one and the lower its cost, the higher it reaches the learners, because everyone of us want a bunch of things for a meager amount. So lower cost makes it seem and feel good for the learners who want a cost-effective learning. Most of the people hate schools and colleges for the same ambiance that can create tiresome milieu but this can be avoided in the e learning, because it has lower environmental impact. It does not take as long to start and wrap up a learning session. Learners set their own pace, rather than the pace of the group. No travel time is needed to get to and from training events. Learners can focus on elements of a programme

they need to learn and can skip what they already know. It makes for better attitude toward the e-learning format and training in general with the techno friendly atmosphere. Improvement in scores on tests, certifications or other evaluations can attract the learners to try their best in e learning once again. E-learning paves a new way toward the greater ability to apply the new knowledge and ideologies or processes on the job for the learner's future concern, and a long-term retention of information.

By providing an alternative to the paper-based learning and testing of traditional classrooms, e Learning is an effective way for organizations to significantly reduce their carbon footprint. A study by the Open University found that on average, the production and provision of distance learning courses consumed nearly 90 percent less energy and produced 85 percent fewer CO2 emissions per student, than conventional campus-based university courses. The key areas in which e-learning lowers an organizations' environmental impact. But e learning cuts down on the travel and accommodation costs associated with undertaking a course. It reduces the need for a campus site and the accompanying costs of maintaining the facility and equipment. E learning eliminates the need for paper, thus saving trees.

### **Summation**

Altogether e learning is becoming an inevitable study tool in day to day life. Every nook and corner of the present world is filled with techno inventions. Leading a life without the help of electrical media is impossible, then the future of education is dominated by e learning in not a big surprise for people. So, there is no doubt that e learning is a very beneficial and effective tool for all kinds of learning.

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## Fluency and Accuracy in Communication

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### Abstract

English is an international language and people from all over the world learn it in order to communicate with each other. Communication skills are very important for overall success in life. Proficiency in each of the four language skills of listening, speaking, reading and writing is necessary to become a well-rounded communicator. The ability to speak skillfully provides the speaker with several distinct advantages.

Undoubtedly, accuracy and fluency in communication are two factors which can determine the success of English language students in the future. Essentially, accuracy is the ability to produce correct sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily and smoothly. A speaker who has mastered accuracy and fluency in communication has these added advantages - the ability to inform, persuade and direct, the ability to stand out from the rest, the ability to benefit derivatively and career enhancement.

One important point to bear in mind, however, is that too much bias one way or another is not good. Accuracy without fluency is not useful in the same way fluency without accuracy is also not useful. A good mixture - biased towards the needs of the student- is the ideal way to go.

**Keywords:** communication skills, fluency in communication, accuracy and fluency, oral fluency, effective communication, second language acquisition, vocabulary strategies

### Communication

Communication (from Latin ‘communicare’, meaning “to share”) is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules. The main steps inherent to all communication are motivation or reason, message composition, message encoding, transmission, reception, decoding and interpretation. Lack of fluency and accuracy in any one or more of the steps mentioned above steps will be a barrier to effective communication.

Accuracy and fluency are two key components of second language acquisition. In the current world scenario, learning the usage of grammar and focusing on accuracy are emphasized by many language students over fluency. Accuracy in communication is associated with these ideas: clear and articulate speaking or writing, language free from grammar mistakes, words spelled and/or pronounced correctly and language appropriate to the situation and/or context. On the other hand, fluency in communication is associated with: the ability to produce written and/or spoken language with ease, speaking with a good but not necessarily perfect command of intonation, vocabulary and grammar, communicating ideas effectively and producing continuous speech without causing comprehension difficulties or a breakdown in communication.



Varying definitions of fluency characterize it by the language user's automaticity in their speed and coherency of language use, or the length and rate of their speech output. Theories of automaticity postulate that more fluent language users can manage all the components of language use without paying attention to each individual component of the act. In other words, fluency is achieved when one can access language knowledge and produce language unconsciously, or automatically. Theories that focus on speed or length and rate of speech typically expect fluent language users to produce language in real time without unusual pauses, false starts, or repetitions. Fluency is sometimes considered to be a measure of performance, rather than an indicator of more concrete language knowledge, and thus perception and understandability are often key ways that fluency is understood. Language fluency is sometimes contrasted with accuracy (or correctness of language use, especially grammatical correctness) and complexity (or a more encompassing knowledge of vocabulary and discourse strategies). Fluency, accuracy, and complexity are distinct but interrelated components of language acquisition and proficiency.

### Types of Fluency

Fluency can be categorized into four types. These types of fluency as mentioned hereafter are interrelated, but do not necessarily develop in tandem or linearly. **Reading fluency** refers to the link between the recognition of words while reading and which manifests itself in the speed and accuracy with which one is able to read a text. To achieve reading fluency, readers must have knowledge of the content of the language as well as the vocabulary being used. **Oral fluency** or **speaking fluency** is a measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation. Spoken language is typically characterized by non-fluent qualities (fragmentation, pauses, false starts, hesitation, repetition) because of 'task stress'. How orally fluent one is can therefore be understood in terms of perception, and whether these qualities of speech can be perceived as expected and natural (fluent) or unusual and problematic (non-fluent). **Oral reading fluency** refers to the ability to read words accurately and quickly while using good vocal expression and phrasing. Oral reading fluency is often linked to Schreiber's Theory of Prosody, which places importance on the tone, rhythm, and expressiveness of speech. According to many researchers, **written or compositional fluency** can be measured by length of the composition, words produced per minute, sentence length, or words per clause. Ratio measures (words per clause, words per sentence, and words per error-free sentence) have been most valid and reliable.

Language as the chief means of communication is not spoken in a vacuum. Knowing a language is not merely knowing the grammatical rules but also knowing when to say what and to whom, that is knowledge of how the system is put to use in the performance of social actions of different kinds. A general problem faced by language teachers today, is whether to focus on accuracy or fluency. Generally, language teachers have had to deal with heterogeneous students having different language backgrounds and language skills, different world views, age levels, experiences and point of view. Some students are accurate in speaking and writing but hesitate to speak in public. On the other hand, few students are fluent but not accurate. Every student wants to be accurate as well as fluent in speaking and writing. But there are many variables and kinds of learners and differences in classroom that makes teaching sometimes very challenging and interesting. In our language classes we go through many activities to develop accuracy and fluency in reading, writing, listening and speaking. Brumfit distinguishes between these two activities, "extensive reading is aimed at fluency, but much intensive reading work is aimed at accuracy; free and situational writing exercises are aimed at fluency, but all controlled and much guided writing is aimed at accuracy; listening exercises are aimed at accuracy but casual listening in the classroom has a major role as a fluency activity". (Brumfit, 1984)

The learner is the most important person in the classroom. The learner centered class treats students as a “tabula rasa” or a clear slate to be worked over and changed by new knowledge. Communication in natural and meaningful atmosphere, integration of skills, real life (authentic) material, learning by doing, class organization- individual, pair/ group/ whole, focus on meaning, learner involvement, teacher as felicitator, extending language use beyond the class, focus on using the language and focus on the process as opposed to product are some of the methods that can enable a learner-centered teacher to facilitate the process of acquiring accuracy and fluency among learners.

It is important to first analyze the differences in various aspects concerned with the activities for improving accuracy and fluency in communication. This analysis will enable the teacher to accordingly manipulate the activities for improving and fostering fluency and accuracy among the learners. As far as activities associated with accuracy are concerned, the students’ attention is focused on a particular target. The output obtained through accuracy-based activities is usually predictable. The learners’ performance in accuracy-oriented activities is assessed on how some language errors are made. The errors made by the learners are usually corrected. Accuracy-oriented tasks do not usually simulate real-life situations. On the other hand, the learners’ attention in fluency-based activities is focused on communicating information and expressing ideas. The learners’ output here may not always be predictable. The performance of the learners in fluency-based activities is assessed on how well ideas are expressed or understood. The errors made by the learners are not corrected unless it interferes with communication. Fluency-oriented tasks often simulate real-life situations.

### Approaches for Fostering Accuracy and Fluency

The approach for fostering accuracy and fluency is a matter to be taken seriously. Fluency-based activities need to be introduced in the language classes and learners’ involvement should be increased. The teacher should motivate and create tasks for the language skills like reading, writing, listening and speaking and let them free to express themselves in natural classroom situations. In the second language classroom, students should be free to choose what they say within “real time”. The concept of selection or the freedom of expression is the basis to the process of fluent communication. Outside the classroom the students constantly and spontaneously interact. Errors can be made by the learners due to many reasons, but errors should be taken as significant evidence of development and learning. Teachers should not over-emphasize on accuracy and fluency because it can make the learners lose their confidence. In the case of second language there should be a gradual shift from fluency-based activities to accuracy-based activities. Motivation is an important factor in oral communication and helps a great deal in achieving the desired result. To sum up, it is most important to give the learner as much exposure as possible to practice the language.

### Conclusion

It is possible to foster accuracy and fluency in communicative language teaching and many of us would agree that accuracy is indispensable to improving fluency. In fact, both are mutually influential. Accuracy brings fluency and fluency brings further accuracy. Accuracy and fluency are not contradictory, but rather like two pillars that support the spiral stairs towards communicative competence.

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## Problems in Teaching and Learning English

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### Abstract

People are passionate towards English. They try to learn the language through education by putting some efforts like attending the Spoken English classes and such. But in practice there come some barriers in teaching and learning English. We must rectify those barriers. If we analyze that, we may be able to identify some problems. The major problems are: Proficiency in language, Environmental structure, Lack of interests and so on. This paper deals with the problems of the teachers and learners in English.

**Keywords:** barriers to learning, language proficiency, spoken English, learners' problems.

### Introduction

English language is inevitable for communication in this modern world. It is the most commonly spoken language in the world. Some people learn English as a second language. Some are learning that language since they wish to. But it has some unique features that set it apart from other languages. Even though we all try to learn that language, there are some problems the teachers and students face while learning and teaching English

Objective of the study:

This paper helps to identify the problems of teachers and learners while learning and teaching English.

### Hypotheses

The following is the hypotheses of the study: Is lack of interest the main problem in teaching and learning English?

### Research Questions

1. What is language?
2. Why people have the interest to learn English?
3. Why English language is important to everyone?
4. What are the problems in Teaching and learning English?
5. What are the solutions to rectify the problems?

### Discussion

Language is the most valuable single possession of the human race. Language is a tool for communication. All the languages have their own unique features. People make use of language in order to communicate their thoughts and feelings. Language plays a major role in communication everywhere. “A person’s voice serves at least two functions in communication. They are:

1. Linguistic
2. Non-linguistic.

Language varies from one place to another. English language plays a major role in communication everywhere. Some countries accept English language as their secondary as well as the primary language of the country. All over the world English language is known by most of the people. Some countries accept English language as their official language. English language has attracted so many people and they have much interest towards learning that language.

Sometimes language becomes the individual identity. Here language serves as the identity to people. All people have their own nations and their national languages. Some people don’t have their national language, because they might have migrated from one place to another place in their childhood days. They have followed one language even though they lead their lives in another place away from their native lands. So, language does play a vital role in everyone’s life.

English is a foreign language for Indians. The role of English language is inevitably vital everywhere. English works as a link language in so many countries. As a link language it connects various countries like India with foreign countries. It is the language of International politics, trade, commerce and industry. English is one of the six official languages of the U.N.O. It is also the link language of commonwealth countries.

English has been rightly described as a gateway of the world’s culture. It is a window to all scientific, technological, legal, socio-cultural and medical progress that is constantly taking place in the world. It is not merely the language of the Englishman only, but an ancient, well developed language spoken by nearly half of the world population. According to Gandhiji,

*“English is a language of international commerce. It is the language of the diplomacy and it contains many literary treasures, it gives us an introduction to western thought and culture.”*

No one can easily deny that English is a beautiful language. It is a flexible vehicle of thought. Its literature is wide and varied as life itself, giving the student power to reason and judge with crucial balance and equity. According to Tagore,

*“I have no love for Englishmen, who were out to exploit us, I have no love for their outward glittering civilization which is mirage. If at all I love anything of the west, it is the English language with its galaxy of literary talents”*

Every people want to learn English, because of its unique features. Nowadays English language is very important school students. They are all advised to learn English as the second language. If they refuse to study that language the impact of the language will spoil the career of the student. Some of the parents want their children to know English. And the language has got a very important place in our country.

When it comes to teaching and learning process, some problems arise. Teaching of the English language is a hard task for the teachers, because it is dependent on the students' interest. But the teacher of English is considered the most important personage who can make the study of English successful. An English teacher must have very good knowledge of English. If they have poor grammar and poor English skills, they cannot teach with confidence.

Some teachers fail to give more attention to the weak students. They concentrate only on the high marks scorers, so the minorities are affected while learning English. The atmosphere of the school also plays a vital role in the teaching of English. If the class strength is high the teacher will not be able to work comfortably or confidently with them. The teacher should work without any tension. Some teachers show their anger or frustration towards the students because of their personal problems. At such times the teachers will not be able give their best.

Some teachers prepare well, but the students may not have the interest, and the teacher should be able to inspire them to learn English in the best way possible. Then only they can really start their teaching. Let us suppose the teachers fail to understand the student mentality or mind surely it will spoil the day for both the teaching and learning processes. So, the teacher must understand the students' mind, interest, current situations and problems of the individual. These are some of the problems faced by the teacher in teaching English.

The teacher must be optimistic. They should not try to dominate anyone in front of the class. This will spoil the image of the teacher and then the students will not be able to listen in their classes. The teacher should encourage everyone, work for everyone only then the real success of teaching will be attained by them. Teachers may get irritated by the naughty students in the class; at such times the teacher must warn them, and the teacher can separate them into different groups to turn their attention. Then after the class is over the teacher must call them and talk to them about their interruption. This helps towards the good relations between student and teacher.

Lack of interest is the main problem in learning English. Students must have the concentration while learning. They should know the value of the language. Everyone thinks that English is the hardest language compared to their mother tongue. Students should be encouraged to change this kind of thinking from their minds. English is the most powerful language in the world.

Most of the problems arise due to the interference of mother tongue while speaking in English. Both the teachers and the students are very fluent in talking their own mother-tongues, but they seem to forget the essence of pure language is already gone. When they speak in their

mother-tongue they many times use English words in the midst of sentences. They forget that every language differs in stress, intonation and pronunciation.

### Summation

Learning English is an art. In that art the teacher is to be the sculptor, while the student must be the sculpture being molded through the teaching and learning process. In the present scenario, English language is an inevitable tool for all communication and social and business interaction. A good English teacher should have good knowledge of English. The teacher should know the mentality of the student. The teacher should go along, understand and encourage the students for the success of the teaching process. The students should have the interest to study English and they should cooperate with the teachers for the success of the learning process.

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## Earn, Enrich, Enjoy Learning Through E-Learning

P. Sam Heflin

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### Abstract

Web-based learning is commonly referred as e-learning or online learning. Emails, live lectures, and video conferencing are all possible. This enables all the participants to give their views on a particular topic and then discuss them further. In this modern and competitive era, there is no time to go to university to attend classes. So, there are number of courses available in online. There are many advantages in E-learning, people can educate themselves in the comfort of own home and get a degree through the internet. This means all learners get the same training. It reduces the time away from the workplace, cuts down an expensive travel and reduces the need for classroom-based training. This paper deals with the E-learning and its effects.

**Keywords:** online, learning, advantage, classroom, effects

### Introduction

*"Children cannot be effective in tomorrow's world if they trained in yesterday's skill"*  
E-Learning is the use of technology to enable people to learn anytime and anywhere. E-Learning can include training, information and guidance from experts. In these days of information explosion and the technology, so we are pushed into using technology in education.

Academicians have become aware of its massive potential as a learning tool. In the early days, e-learning received a bad press, as many people thought bringing computers into the classroom would remove that human element that some learners need, but as time has progressed, technology has developed, and now we embrace smart phones and tablets in the classroom and office, as well as using a wealth of interactive designs that makes distance learning not only engaging for the users, but valuable as a lesson delivery medium.

### Objective of the Study

The main objective of the study is to enrich students in E-learning through Education

### Benefits

- 1 Online educational course, certificate course
- 2 Lectures can be taken any number of times
- 3 Reduce cost
- 4 Access to people of all ages
- 5 Flexible

## Review

E-learning is everywhere it contains some awesome advantages. It enables us to communicate and train with new ideas and so on.

## Research Questions

- Why E-learning is necessary?
- What kind of Education do they need?
- What are the advantages and disadvantages in E-learning?

## Discussion

*“Keep learning, once you stop you will become outdated”*

The system of education has come a long way and also the teachers, classrooms even students have changed. Now we can shut down our schools and class room if we are not interested in the topic, or we are not in a mood to study. We can put our teacher on repeat mode, can make them stand still or speak fast or slow as our teachers now are Google, Wikipedia, YouTube and computers, with laptops as our classrooms. Even kids these days have become more intelligent, and so it has become mandatory for either teacher updates every day or makes students to update themselves. Through E-learning students can learn apart from the syllabus or can attain deep knowledge in the prescribed materials. Students learn at their own pace and test themselves. Nowadays, travelling and living expenses are higher than course fee, therefore E-learning does a great favor to students. A key advantage to getting your learning online and multi-device is that it ensures you are in sync with modern learners - delivering the type of content they want, when they want it. Get learners on-site, and you're more likely to get the results you need. Plus, digital, self-paced learning can be accessed at point of need, not somewhere else - like a classroom far away - so employees can apply what they've learnt straight away.

After school hours, students are sent to tutoring. This is a clear question mark on the ability of the school teacher. Students are thought of like they can't do anything on their own and so are sent to tutoring to do the homework. Homework is a waste of time, if it is to repeat class work done today or to be repeated as class work to be done tomorrow. Our schooling does not leave us with time to get educated. Again and again, students are pushed to hear the same boring lectures and they have to undergo the old method of teaching. So, E-learning is necessary though they can learn train to think out of the box. People with financial restrictions and geographical barriers can feed a lot through E-learning. Students have wider chance to connect with various kind of educators and lectures that will improve their knowledge. Students are able to learn and earn simultaneously, so E-learning helps them in all sorts of ways. The system of E-learning is entirely different from monotonous lecture and thick text book; it is purely based on interaction and discussions. One of the main advantages of accessing pages on the web is that most of the web pages have hyperlinks that will lead you to another page and thus open up a vast amount of information on the net. Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule. Web-based learning promotes active and independent learning.

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**D. Nagarathinam, Ph.D. and R. Vani, M.A., M.Phil. (Eds.)** *New Perspectives in ELT – 2018*

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Earn, Enrich, Enjoy Learning Through E-Learning

The secret of success is not in using or using technology but how you make use of it matters. While e-learning might look like a learning tool available to anyone, in reality, it is not. Not all people have stable internet access and computers that are powerful enough to support online streaming, for example. Some might have all the necessary technologies but struggle with using it. For example, older students might find it hard to master all the newest tech gigs. This problem, however, can be solved by offering them some proper tutorials. Being able to learn at a comfortable pace and organize your learning on your own is a disaster for some students. While some people are good in self-organization, some cannot do this without having a clear deadline on writing a term paper and the need to report their progress to the teacher. Some can do so, but still feel better working and learning around people because it motivates them more. For some students, college is not only the place where they can learn – it's also the place where they come to socialize, to make new friends, and to learn something more from their professors. With e-learning, this can be hard (if not impossible) to achieve. Sure, you'll still have online classrooms and you'll be able to ask your instructor questions, but the level of personal connection would hardly be the same as it would be in a college. That's why some students might feel isolated and deprived of support

### Summation

There are benefits and limitations, as well as pros and cons. There are many advantages to online and computer-based learning when compared to traditional face-to-face courses and lectures. There are a few disadvantages as well, but we should always look toward improving the learners' success; and e-learning is the most attractive one just now.

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## English Learning Vs Slow Learners in Engineering Colleges Today

S. Sathiaselvan, M.Phil.

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### Abstract

Learning is an art. Learning a language like English is a skill. It has several systems and methods. As we know learning English is based on the four learning skills LSRW. Today learning English is one of the major problems of engineering students especially from rural background. It is not only a problem during their studies, but also in their employment. Students with below average learning abilities are called slow learners. They struggle to cope with the traditional learning demands of the regular classroom, while learning English. Actually, slow learners are normal students, but the problem is that they are simply not able to study under the traditionally accepted system of learning. Slow learners should not be confused with students in need of special teaching or unwilling learners who are non-cooperative. A student may fail to excel in some classes, but it does not imply that he or she is a slow learner. The objective of this article is to understand the characteristics of slow learners and the role of teachers in improving them to achieve new heights in enriching English learning for the engineering students.

**Keywords:** English Learning, Slow Learners, enriching learning, engineering students

### English Learning

Learning is an art. Learning a language like English is a skill. It has several systems and methods. As we know learning English is based on the four learning skills LSRW.

“Listening leads Learning,  
Speaking simplifies Learning,  
Reading makes perfect Learning and  
Writing completes Learning”.

Today learning English is one of the major problems of engineering students, especially from rural background. It is not only a problem during their studies but also in their employment.

### Slow Learners in Engineering Colleges Today

Today in engineering colleges, students with below average learning abilities are called slow learners. They struggle to cope with the traditional learning demands of the regular classroom while learning English. Slow learners are normal students, but the problem is that they are simply not able to study well under the traditionally accepted system of learning. Earlier, the slow learners in the regular classroom are neither rare nor unique, but today they are more in engineering colleges. Slow learners should not be confused with students in need of special teaching or unwilling learners who are non-cooperative. A student may fail to excel in some classes, but it does not imply that he or she is a slow learner.

As for as English is concern, the student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources like texts, workbooks, and learning materials that are designed for the majority of students in the classroom related to the curriculum and syllabus of engineering studies.

### **English Learning Vs Slow learners in Engineering Colleges Today**

Every student is special for the English teacher. As every student is different, there is every possibility of improvement sooner or later in learning English language as one of the subjects in engineering colleges today. The source of energy is lying within them, but the only thing to do is to strengthen their confidence towards learning which will solve their problem and improve their quality of learning. Nowadays, several students in a class fall under this category, but most teachers prefer to take more efforts to teach them. The objective here is to understand the characteristics of a slow learner and the role of teachers to improve them in achieving new heights in enriching English language learning of the engineering students.

The teachers may pick some of the teaching aids available to the slow learning students that may enhance the interest of slow learners and help them get involved in learning English. These students need special instructional methods, frequent feedback, corrective instruction, and modified materials. Slow learners are usually taught in one of two promising instructional measures: the one is a class composed mostly of average students, in which case up to twenty percentage may be slow learners, or the other, is a class specially designed for slow learners. Whether the teachers meet slow learners in a regular class or special class, they will immediately feel the challenge of meeting the learning needs of learning English. Their most obvious characteristic is a limited attention span compared to the brighter students. To keep these students actively engaged in learning English requires more than the usual variation in presentation methods, classroom climate, and instructional materials. If this variation is not the part of the lesson, these students may well create their own variety in ways that disturb our teaching. Other noticeable characteristics of slow learners are their deficiencies in basic skills, difficulty in comprehending abstract ideas, distressing, unsystematic and careless work habits.

### **Instructional Approach**

The other method of teaching is an instructional approach that alters the presentation of content to avoid a student's fundamental weakness or deficiency. This method of teaching recognizes content, transmits through alternate aids (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve adapting an instructional technique by including a visual representation of content, by using more flexible instructional presentations like films, pictures, and illustrations or by shifting to alternate instructional formats as self-paced texts, and experience-oriented workbooks.

### **Corrective Method**

The other alternate approach for the regular classroom teacher in instructing the slow learner is a corrective one. It is the use of activities, techniques and practices to eliminate weaknesses or deficiencies of the slow learners. The instructional environment does not change, instead some drills and practices might be engaged. This helps address the short interest duration of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Switching from lecture to discussion provides the variety that slow learners need to stay engaged in the

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learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remedies that may be necessary.

### **Learning Through Seeing and Hearing**

The common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies of learning methods among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

### **Problems with Textbooks, Writing Assignments, etc.**

English textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult or are too different from topics that capture our students' interests, we should develop our own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of our slow learners.

For slow learners, many writing assignments are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors in English.

### **Study Aids**

Study aids are advanced organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional motivation unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

The English teacher can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless the slow learners are actively engaged in the learning process through interesting concrete visual aids, there will be a little contact emotionally and intellectually with the content the teacher is presenting. This contact can be attained most easily when the teacher varies the instructional material often and organizes it into fragment small enough to ensure moderate-to-high rates of success.

### **Choose the Most Appropriate Method**

As English teachers, we provide our students with the best of ourselves because we want them to succeed. We choose the most appropriate methods, the best tools and wrap up our courage to deliver our lessons effectively. We are concerned about their academic development

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and are enthusiastic when we spot any positive change in their behavioural and cognitive development. However, we get depressed when we are faced with students with learning problems who fail. We are lost and feel our efforts are useless. This happens because not all teachers have had the type of training that provides strategies to cope with these types of problems. We can do many things to help students with learning difficulties and improve our teaching methods for teaching English to the slow learners.

### Useful Strategies

Here are some strategies which can be used to cope with students with learning problems: have students' attention focused on you before you start the lesson; instead of teaching with sophisticated language, use simple language and speak slower. Teach new vocabulary. Don't use open-ended questions often. Ask precise questions needing certain answers and build on them to reach your teaching objectives. Repeat, review and recycle on regular basis. This can be very helpful to foster long-term memory. Use concrete materials and pictures. Vary your teaching methods to meet all learning styles. Present the material orally, visually, in group work and in individual work. Give one instruction at a time and don't hesitate to have students tell you what is to be done and repeat given instructions to check full understanding. Write key points on the board, use colored chalk or markers and finally summarize key points at the end of the lesson and use graphs, tables, charts, and so on.

### Conclusion

The main objective of this paper is to create greater responsiveness and discussion on slow learners of English in engineering colleges. Learners in this category will exist in almost every class, and I hope that this will create awareness to identify and support them by English teachers in engineering colleges today.

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## **Prerequisites to Overcome Problems in Teaching and Learning English**

**T. Karthikeyan**

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### **Abstract**

English is a language of global communication. It is also a medium that helps the people around the world to acquire knowledge. Teaching English as a global language is always a challenge for a teacher. For India, English is a colonial language. The challenges in teaching and learning English are: Mother tongue interference, Learning methods, Translating method, Lack of interest, Lack of motivation, Lack of practice, Mistakes in English, Crowded classes, Psychological problems and so on. Although the teacher and student have equal share of responsibilities, the teacher has more of a job than that of a student. This paper deals with the problems in teaching and learning English.

**Keywords:** Teaching English, Communication, Teaching Problems, Teachers' challenges, Learning methods.

### **Introduction**

Teaching of any subject becomes much effective and more systematic when the teacher is fully aware of the aims and values of teaching of that subject. In India English now exists as a second language and it should be taught as a language and not as literature. English is the major language of news and information in the world. It is the language of governments and business in many countries.

Today English has gained the status of enabling individuals to negotiate their own salaries with their employers. Hence, it is the general aim to teach English to the students of schools and colleges in India which is the need of the hour.

### **Objective of the Study**

The major aim of the study is to deal with the problems faced by the teachers and students in teaching and learning English.

### **Hypotheses**

The following are the hypotheses of the present study (1) The teachers have various issues and problems in teaching and, (2) There are many diversified needs of learners

## Questions

- 1) What is the nature of language?
- 2) What are the 'Linguistic Principles'?
- 3) How language and society are combined together?
- 4) What are the challenges of teaching and learning English?
- 5) What are the various types of children in a classroom and problems they face in Classroom?
- 6) How teachers can tackle the problems in teaching English?

## Discussion

English is the language of international business, trade and professional communication. Traditionally much emphasis has been placed on English language learning in schools. English plays a crucial role in empowering learners with the capabilities necessary for lifelong learning, critical thinking, problem solving, creativity and innovation and for adapting to the rapid changes and demands of society. English opens up a world of leisure and entertainment for learners. Linguistic principles

There are also many linguistic principles. A curriculum designed for the English language learners should include not only basic skills and basic thinking, but also higher-level thinking. When designing academic content for English language learners, teachers should make sure that they keep the standards for academic content while using every possible means to make it more accessible to students. Teachers should offer explicit and culturally relevant instruction. Suitable strategies can also be employed for the students's level. They can include support meta cognitive and specific learning strategies. Procedures should be followed by the teachers to focus on the instructional goals. Teaching vocabulary is also essential for implementing the strategies. can also provide oral and written language models for students to follow. Teachers should teach English so as to develop the four skills of LSRW.

## Language and Society

A speech community is a group of people who share a set of rules and norms for communication and interpretation of speech. Speech community is defined as a group of people who form a community and share the same language or a particular variety of language. They speak the same language or dialect. Language is the equipment for communication. It shows the peculiarity of a certain society.

## Problems or Challenges in Teaching and Learning English

Most of the problems arise due to the interference of mother tongue in speaking English. It makes a pupil to forget the proper intonation and pronunciation. Some people are not aware of teaching methods. It should concentrate on the basic skills of LSRW. Translation method is used in rural areas. Its aim is to teach through English and not to teach English. It is a major problem in teaching and Learning English. Another problem is English is a second language in India. People must be aware of the various accents of speaking the language. They should know the difference between American English and British English.

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Lack of motivation, interest and practice can also be considered as challenges or problems in teaching and learning English. The individual's drive and need for achievement and success, curiosity, desire for stimulation and new experience and so on. Many teachers are unable to teach English effectively, because they face a lot of problems due to the lack of teaching aids.

Most of the mistakes are habitual. We commit mistakes in learning or teaching English unknowingly. Mistakes are major problems both for the teacher and learner of English. Another problem is the size of classes everywhere being considerably large in India and thus student's participation in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. It should also be recognized that the practical work in the teaching of English demands that the number of students in the class be limited.

Psychological problems are common in teaching and learning English. English is believed to be the most difficult subject to teach and learn. This belief is not an optimistic approach towards progress. Mal-practices in learning English is also a challenge for teaching the language. It will be on its peak at the time of exams. It is a common problem that can be spotted anywhere especially in rural area.

### **Solutions for the Problems in Teaching and Learning English**

Developing the interest to teach and learn English is the best way to solve most of the problems. The purpose of learning the language should be made clear to the learners, for English has become the most powerful language of the world. Difficulties in learning English can be solved by identifying the types of students. Students should be categorized as Slow learners, Average learners and Gifted learners, by calculating their IQ by using various IQ tests available in the field of teaching. Slow learners should be concentrated on their studies while the Gifted students are recommended to carry on co curricular activities in learning English

As for teaching English, the teachers should use various audio-visual aids as a way to enrich the motivation given to students. In this way teachers can save their time and energy. Usage of audio visual aids can also provoke the imagination and participation of learners in the learning activities. As a teacher one should know how to manage the classroom to provide physical and mental comfort. physical comfort can be given to the learners by providing proper learning atmosphere, seat arrangement according to the growth of students and making proper light arrangements and ventilation. Mental comfort can be provided by a teacher when he/she knows how to motivate, involve, inspire, teach and evaluate the learners.

Communication should be healthy in order maintain a good teaching and learning atmosphere. The barriers in communication should be prevented from being occurred in a teaching and learning situation. the communication should be two-way communication in order to share the views of both teacher and learner.

### **Summation**

The teaching and learning process should be lively. Most of the problems in teaching and learning can be solved easily if the teacher and the learner co-operate in their progress. However,

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the teaching should be based on the needs of learner and it is the duty of the learner to realize the purpose of learning the global language. If the harmony between the teachers and the learners are maintained in a healthy way, we can be pretty sure that no other problem can emerge in teaching and learning English.

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## **Prevailing Challenges in Teaching and Learning English from the Perspective of the Higher Secondary School Teachers**

**V. Saranya, Ph.D. Research Scholar**

**Dr. K. S. Antonysamy, Associate Professor**

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### **Abstract**

Teaching and Learning English as a second language in government schools of Tamil Nadu has been a challenging task both for teachers and students ever since English was introduced as a second language. Hence, it becomes imperative to identify the problems faced by L2 teachers and suggest strategies to tackle them by providing the environment and opportunities to teach and learn the basic LSRW skills in the classroom within the stipulated time. The areas in which the schools function, the number of students in a class, the background of the students and other problems which arise in the teaching process are some of the factors that determine the nature of the problems faced by the teachers. With this perspective in mind, the objective of the study, namely, exploring the prevailing problems of the English teachers at Higher Secondary school level has been defined. Therefore, a questionnaire was framed consisting of 15 items and administered to 40 samples in four districts, Ariyalur, Chennai, Erode, and Kanchipuram and the data was analysed with the help of the Excel Sheet. The interpretation of the data has revealed that certain practical solutions are to be given to the L2 teachers while they strive to accomplish their tasks of enhancing LSRW skills.

**Keywords:** L2 Teachers, Problems of Teachers, LSRW Skills, Higher Secondary Level, Teaching English

### **Introduction**

English language plays a vital role in the realm of communication today. Geringer stated that "... qualified teachers can create the best environment for learning". (373-375) Therefore, teachers who teach English as the second language should be open minded to change and equip themselves with the latest techniques of teaching and be adept in the use of the techniques of learning English as well. Teaching English, the link language which has made the world a global village differs from place to place, and thus makes it a challenging task in every part of the world. In Tamil Nadu English is taught as a second language in schools, yet the point to be considered is whether it is correctly learnt as per the requirement by the students. A valuable observation made with regard to this fact is, "Learning a second language for 95 hours per year for six years will not lead to functional bilingualism and fluency in the second language. Expectations must be realistic". (Archibald et al. 3) Though students at the Higher Secondary level study long hours in English classes for many years, they are not confident enough to use the language. However, teachers with adequate qualification who teach English in government schools are facing insurmountable difficulties to teach the target language. Now, the question which arises is whether teachers are given the correct tool, evaluation, text books, method, technical assistance needed for language learning.

Inevitably, the problems and challenges faced by the teachers have to be identified first and if their problems can be rectified that will enhance the process of teaching and learning the second language.

### Significance of the Study

This study will be beneficial for Higher Secondary English teachers, students, government officials and educationalists as it helps in:

- Recognizing the challenges and problems of the Higher Secondary English teachers
- Analysing the needs of the teachers in the teaching learning process of L2 language
- Knowing the present situation of language learning in government schools, and
- Spotting the recommendation and solutions for the problems of the teachers, so that teaching and learning English at the Higher Secondary level can be positively upgraded.

### Statement of the Problem

Teaching English as a second language in the government schools of Tamil Nadu has been a challenging task for teachers ever since English was introduced as a second language. Hence, it becomes imperative to identify the problems faced by L2 teachers and suggest strategies to tackle them by providing the environment and opportunities to teach and learn the basic LSRW skills in the classroom within the stipulated time.

### Objectives

- To study the problems of government school teachers in handling English as a subject.
- To identify the challenges of teachers in teaching English.
- To analyse the needs of the teachers to enhance language learning.
- To ascertain the methods used by the teachers to use skills
- To find out the attitude of students in learning English.
- To spot out the reality of English classes in government schools.

### Research Questions

1. Do higher secondary school teachers face challenges in teaching English?
2. Do higher secondary English teachers need technology based instructional materials to make the students excel in language?
3. Does the education system need some refinement to achieve enhancement in language learning?

### Methodology

#### Data Collection

The researcher interacted with the Higher Secondary School teachers in Ariyalur district and gathered information for the study. Based on the information a questionnaire of 15 questions consisting of the five-level Likert scale with the options, strongly agree, agree, neutral, disagree, strongly disagree were used for data collection. 40 teachers included in the sample population of four districts Chennai, Kanchipuram, Erode and Ariyalur who willingly participated in the survey, selected the options which related to their opinion about the questions asked and the data was analyzed with excel sheet.



## Findings and Interpretations

### Table 1

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 1				
			Teachers face challenges in teaching English for higher secondary students.				
			SA	A	N	DA	SD
1	CHENNAI	10	4	5	-	1	-
2	ARIYALUR	10	6	4	-	-	-
3	ERODE	10	3	6	1	-	-
4	KANCHIPURAM	10	4	3	1	2	-
TOTAL		40	17	18	2	3	-

From Question 1, it has been found out that out

of the 40 respondents, the majority of 18 preferred Agree, 17 stated Strongly Agree, 2 chose Neutral and 3 favoured Disagree. Hence it is clear that teachers are facing challenges in teaching English for Higher Secondary students.

Table 2

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 2				
			Activities in prescribed books certainly help the students to improve their language.				
			SA	A	N	DA	SD
1	CHENNAI	10	4	3	-	2	1
2	ARIYALUR	10	1	6	-	2	1
3	ERODE	10	1	3	-	6	-
4	KANCHIPURAM	10	3	4	-	3	-
TOTAL		40	9	16	-	13	2

From Question 2, it has been found out that out of the 40 respondents, the majority of 16 preferred Agree, 9 stated Strongly Agree, 13 favoured Disagree and 2 chosen Strongly Disagree. Hence it is clear that Activities in prescribed books certainly help the students to improve their language.

Table 3

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 3				
			Teachers are able to conduct language enhancement activities within the stipulated time.				
			SA	A	N	DA	SD
1	CHENNAI	10	-	1	-	5	4
2	ARIYALUR	10	-	3	-	4	3
3	ERODE	10	-	3	-	5	2
4	KANCHIPURAM	10	-	5	-	4	1
TOTAL		40	-	12	-	18	10

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From Question 3, it has been found out that out of the 40 respondents, the majority of 12 preferred Agree, 18 stated Disagree and 10 favoured Strongly Disagree. Hence it is clear that Teachers are able to conduct language enhancement activities within the stipulated time.

**Table 4**

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 4				
			Teachers pay more attention to make students get a better score, rather than making them enhance their language skills.				
			SA	A	N	DA	SD
1	CHENNAI	10	3	3	-	2	2
2	ARIYALUR	10	4	2	-	4	-
3	ERODE	10	3	4	1	1	1
4	KANCHIPURAM	10	1	5	-	3	1
TOTAL		40	11	14	1	10	4

From Question 4, it has been found out that out of the 40 respondents, the majority of 14 preferred Agree, 11 stated Strongly Agree, 1 chose Neutral, 10 favoured Disagree and 4 selected Strongly Disagree. Hence it is clear that Teachers pay more attention to make students get a better score, rather than making them enhance their language skills.

**Table 5**

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 5				
			The government schools have the facilities like a language lab to improve language learning.				
			SA	A	N	DA	SD
1	CHENNAI	10	-	1	-	6	3
2	ARIYALUR	10	-	-	-	9	1
3	ERODE	10	-	-	-	8	2
4	KANCHIPURAM	10	-	1	-	9	-
TOTAL		40	-	2	-	32	6

From Question 5, it has been found out that out of the 40 respondents, the majority of 32 preferred Disagree, 2 stated Agree and 6 favoured Strongly Disagree. Hence it is clear that the government schools do not have the facilities like a language lab to improve language learning.

Table 6

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 6				
			Teachers have the satisfaction of teaching English and the techniques followed at present is apt for L2 language learning.				
			SA	A	N	DA	SD
1	CHENNAI	10	-	4	-	5	1
2	ARIYALUR	10	-	1	-	8	1
3	ERODE	10	-	2	-	6	2
4	KANCHIPURAM	10	-	2	-	5	3
TOTAL		40	-	9	-	24	7

From Question 6, it has been found out that out of the 40 respondents, the majority of 24 preferred Disagree, 9 stated Agree and 7 favoured Strongly Disagree. Hence it is clear that Teachers are not satisfied in teaching English and the techniques followed at present is not apt for L2 language learning.

Table 7

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 7				
			Teachers need special technical training to teach English for helping students excel in learning the second language.				
			SA	A	N	DA	SD
1	CHENNAI	10	3	5	-	1	1
2	ARIYALUR	10	5	5	-	-	-
3	ERODE	10	6	4	-	-	-
4	KANCHIPURAM	10	4	3	-	2	1
TOTAL		40	18	17	-	3	2

From Question 7, it has been found out that out of the 40 respondents, the majority of 18 preferred Strongly Agree, 17 stated Agree, 3 favoured Disagree and 2 selected Strongly Disagree. Hence it is clear that Teachers need special technical training to teach English for helping students excel in learning the second language.

Table 8

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 8				
			Students hesitate to speak English and they find it difficult to acquire the L2 language.				
			SA	A	N	DA	SD
1	CHENNAI	10	3	2	-	3	2
2	ARIYALUR	10	5	4	1	-	-
3	ERODE	10	6	3	-	1	-
4	KANCHIPURAM	10	3	2	-	2	3

<b>TOTAL</b>	<b>40</b>	<b>17</b>	<b>11</b>	<b>1</b>	<b>6</b>	<b>5</b>
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From Question 8, it has been found out that out of the 40 respondents, the majority of 17 preferred Strongly Agree, 11 stated Agree, 1 chose Neutral, 6 favoured Disagree and 5 selected Strongly Disagree. Hence it is clear that Students hesitate to speak English and they find it difficult to acquire the L2 language.

**Table 9**

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 9				
			Teachers feel that the workload has increased and it is difficult to handle.				
			SA	A	N	DA	SD
1	CHENNAI	10	2	2	1	3	2
2	ARIYALUR	10	3	3	1	2	1
3	ERODE	10	2	3	2	2	1
4	KANCHIPURAM	10	3	4	-	2	1
TOTAL		40	10	12	4	9	5

From Question 9, it has been found out that out of the 40 respondents, the majority of 12 preferred Agree, 12 stated Strongly Agree, 4 chose Neutral, 9 favoured Disagree and 5 selected Strongly Disagree. Hence it is clear that Teachers feel that the workload has increased and it is difficult to handle.

**Table 10**

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 10				
			Teachers need additional hours to teach language skills.				
			SA	A	N	DA	SD
1	CHENNAI	10	3	4	1	2	-
2	ARIYALUR	10	5	5	-	-	-
3	ERODE	10	6	4	-	-	-
4	KANCHIPURAM	10	4	3	2	1	-
TOTAL		40	18	16	3	3	-

From Question 10, it has been found out that out of the 40 respondents, the majority of 18 preferred Strongly Agree, 16 stated Agree, 3 chose Neutral and 3 favoured Disagree. Hence it is clear that Teachers need additional hours to teach language skills.

Table 11

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 11				
			The evaluation system has to be refined for learning English as the L2 language, priority should be given to enhance skills rather than obtaining marks in exams.				
			SA	A	N	DA	SD
1	CHENNAI	10	6	4	-	-	-
2	ARIYALUR	10	5	5	-	-	-
3	ERODE	10	4	6	-	-	-
4	KANCHIPURAM	10	5	5	-	-	-
TOTAL		40	20	20	-	-	-

From Question 11, it has been found out that out of the 40 respondents, 20 preferred Strongly Agree and 20 favoured Agree. Hence it is clear that the evaluation system has to be refined for learning English as the L2 language, priority should be given to enhance skills rather than obtaining marks in exams.

Table 12

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 12				
			Teachers constantly motivate the students to communicate in English.				
			SA	A	N	DA	SD
1	CHENNAI	10	5	5	-	-	-
2	ARIYALUR	10	6	4	-	-	-
3	ERODE	10	4	6	-	-	-
4	KANCHIPURAM	10	6	4	-	-	-
TOTAL		40	21	19	-	-	-

From Question 12, it has been found out that out of the 40 respondents, the majority of 21 preferred Strongly Agree and 19 favoured Agree. Hence it is clear that Teachers would like to constantly motivate the students to communicate in English.

Table 13

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 13				
			Students are able to clear the English exam yet they are lagging behind in developing LSRW skills				
			SA	A	N	DA	SD
1	CHENNAI	10	3	2	2	3	-
2	ARIYALUR	10	5	4	1	-	-
3	ERODE	10	6	4	-	-	-
4	KANCHIPURAM	10	5	5	-	-	-
TOTAL		40	19	15	3	3	-

From Question 13, it has been found out that out of the 40 respondents, the majority of 19 preferred Strongly Agree, 15 stated Agree, 3 chose Neutral and 3 favoured Disagree. Hence it is clear that Students are able to pass the English exam, yet they lag behind in developing LSRW skills.

**Table 14**

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 14				
			Government schools need to provide language learning facilities to introduce L2 language.				
			SA	A	N	DA	SD
1	CHENNAI	10	6	4	-	-	-
2	ARIYALUR	10	4	6	-	-	-
3	ERODE	10	5	5	-	-	-
4	KANCHIPURAM	10	6	4	-	-	-
TOTAL		40	21	19	-	-	-

From Question 14, it has been found out that out of the 40 respondents, the majority of 21 preferred Strongly Agree and 19 favoured Agree. Hence it is clear that Government schools need to provide language learning facilities to introduce L2 language.

**Table 15**

NO	DISTRICTS	NO OF RESPONDENTS	QUESTION 15				
			Teachers are ready for learning methods or techniques that will improve language learning of students				
			SA	A	N	DA	SD
1	CHENNAI	10	6	4	-	-	-
2	ARIYALUR	10	4	6	-	-	-
3	ERODE	10	5	5	-	-	-
4	KANCHIPURAM	10	4	6	-	-	-
TOTAL		40	19	21	-	-	-

From Question 15, it has been found out that out of the 40 respondents, the majority of 21 preferred Agree and 19 favoured Strongly Agree. Hence it is clear that Teachers are ready for learning methods or techniques that will improve language learning of students

### Recommendations

The following recommendations are made to the government, teachers and students.

- Government should provide the necessary language learning facilities like language lab, language learning forum, Audio – Visual aids for schools, that will facilitate students to learn the L2 language.
- The government should offer special training programs for English teachers to enable them to teach as effectively as teachers whose first language is English.

- Language Teachers need to give equal importance to enhance language skills as well as the scoring of good marks in the exams.
- Though teachers have to fulfil many requirements, they have to improve and educate students to meet their needs.
- Students should have the willingness to learn L2 language and make use of the opportunity to learn the second language.

## Conclusion

The results of the study reveal that teachers need to enhance both skills and knowledge in teaching the target language. “In order to be a great ESL teacher, one must not only teach, but inspire and empower. The goal is to excite the students about learning, speaking, reading, writing, and comprehending”. (Davis) Moreover, Teachers are ready to learn methods and techniques that improve language learning of student and government also should take initiative to offer compulsory training session for the teachers. Notably, “the Thailand Education Reform implemented between 1996 and 2007 enforced that for every two years teachers would be offered continuous training with some form of training such as attending seminars, workshops, or conferences”. (Wiriyachitra 4-9) To a greater extent, government should provide the necessary language learning facilities like language lab, language learning forum, Audio – Visual aids for schools, that facilitate students to learn the L2 language.

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Prevailing Challenges in Teaching and Learning English from the Perspective of the Higher Secondary School Teachers



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## Flipped Classroom – The Need of the Hour

Dr. Madhavarajan and P. C. Dorai Rama Chidambaram

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### Abstract

This paper focuses on the innovative methods to teach in the present day class room. Students nowadays are very much active and need more than the usual lecturing. Some of the methods are discussed in the paper where the students assume the role of the teacher and some activities where they can prepare for the class, be ready with their doubts and get them clarified. The class itself can be conducted using computers and audio video medium.

### Introduction

Different modern techniques to teach the students are discussed in the paper. These entertain and keep the students active. They also participate enthusiastically to the newer method than the conventional system where the teacher has to deliver lectures and students follow without involvement. This results in better learning which is desired by all.

### Flipped Classroom

The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

The term *flipped classroom* was popularised by teachers Aaron Sams and Jon Bergman from Woodland Park High School, Colorado in 2007 in response to a realisation that class time would be best-spent guiding knowledge and providing feedback rather than delivering direct instruction. Bergman and Sams reasoned that direct instruction could be delivered by recording video content for students to engage with before class, freeing up class time for activities that allow deeper exploration of content.

In terms of Bloom's revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom."

## **Key Purpose of the Flipped Classroom**

The key purpose of the flipped classroom is to engage students in active learning where there is a greater focus on students' application of conceptual knowledge rather than factual recall. It fosters the "guide on the side" mentality and role, rather than that of the "sage of the stage." It helps move a classroom culture towards student construction of knowledge rather than the teacher having to tell the knowledge to students.

As a result of students taking responsibility, interacting meaningfully and often with their instructor and peers, and getting and giving frequent feedback, they acquire a deeper understanding of the content and how to use it.

The student role shifts from passive recipient to active constructor of knowledge, giving them opportunities to practice using the intellectual tools of the discipline. Interaction increases and students learn from one another.

Students work together applying course concepts with guidance from the instructor. This increased interaction helps to create a learning community that encourages them to build knowledge together inside and outside the classroom.

With more opportunities for students to apply their knowledge and therefore demonstrate their ability to use it, gaps in their understanding become visible to both themselves and the instructor.

## **Key Elements of the Flipped Classroom**

The key elements of the flipped classroom are discussed below:

### **1. Provide an opportunity for students to gain first exposure prior to class.**

The mechanism used for first exposure can vary, from simple textbook readings to lecture videos to podcasts or screencasts. For example, a professor can give videos about the topic he or she going to cover in YouTube or through any other modes of videos, prior to class.

### **2. Provide an incentive for students to prepare for class.**

The assignment can vary from online quizzes to worksheets to short writing assignments, but in each case the task provided an incentive for students to come to class prepared by speaking English language.

### **3. Provide a mechanism to assess student understanding.**

The pre-class assignments that students complete as evidence of their preparation can also help both the instructor and the student assess understanding. Pre-class online quizzes can allow the instructor to practice Just-in-Time Teaching, which basically means that the instructor tailors class activities to focus on the elements with which students are struggling. If automatically graded, the quizzes can also help students pinpoint areas where they need help. Pre-class worksheets can also help focus student attention on areas with which they are struggling, and can be a departure point for class activities, while pre-class writing assignments help students clarify

their thinking about a subject, thereby producing richer in-class discussions. Importantly, much of the feedback students need is provided in class, reducing the need for instructors to provide extensive commentary outside of class. In addition, many of the activities used during class time can serve as informal checks of student understanding.

#### **4. Provide in-class activities that focus on higher-level cognitive activities.**

If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning. Again, the activity will depend on the learning goals of the class and the culture of the discipline. In other contexts, students may spend time in class engaged in debates, data analysis, or synthesis activities. The key is that students are using class time to deepen their understanding and increase their skills at using their new knowledge.

#### **Conclusion**

The aim of any teacher is to get the students understand and learn their ideas. Any mode of instruction that aids in this aspect must be welcomed and at least tried. The ideas suggested here create different, novel and creative attempts to get the students get involved. So flipped classrooms concept can be implemented and experimented to take the students to the next era of learning.

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## **Enrich the Slow Learners**

**M. Maha Lakshmi and P.M. Nivetha, II M.A. English Students**

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### **Abstract**

English is considered as a global language. To cope with the world's expectation, one needs to be well-versed in English. But there are some slow learners in the class room. It is a challenging task for the teachers to equip the slow learners and to make them well versed in English. The methodology we have adopted is activity-based teaching. Through this teaching slow learners can easily understand the language like how to speak and how to write. Slow learners they don't like classroom-based teaching, So we concentrate on skill development practical ways for clear understand. We put extra concentration on them to improve their skills.

**Keywords:** Activity based teaching, Conversation

### **English as an International Language**

English plays an important role in our day to day life. There is great utility of English in modern world. English is the most commonly used language among foreign language speakers. Throughout the world, the people use English as a common language to communication. In this land of innumerable regional languages in different states. English serves as a link-language. English is considered as business language. English is the official language of the United Nations. English has become the leading language of international discourse and the lingua franca in many regions.

English is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand and it is widely spoken in some areas Africa and South Africa. English has now become a global language. It is necessary to acquire basic knowledge in English in every field. Now-a-days people are evaluated by their communicating skill.

### **Language as a Tool of Communication**

Language is method of communication. It is a method of communicating ideas, emotions, desires by means of a system of arbitrarily produced symbols. All human beings learn language naturally. There may be some exception, but these exceptions are only those who are prevented by some form of physical barrier. They may neither listen or speak. It is a biologically deficiency. But learning a foreign language is a different case. People may learn a foreign language naturally if they have adequate environment for it. But where there is no adequate environment they learn it in school and colleges or in language institutes.

## Objective

Our main aim is to enrich the slow learner through activity-based teaching.

## Research Questions

1. Why English is so important in student's life?
2. What is the role of teacher in the class?
3. Why teachers mostly prefer activity-based teaching for slow learners?
4. Which type of task can enrich the capacity of student's intelligence?
5. What is the outcome of this teaching?

## Discussion

English is a 'window on the world'. It is an established international link language. English is the 'library language'. A large number of periodicals, journals and resource books are written in English. It is language of International trade and communication. In south India, people like to communicate in English. Learning English is important and people all over world decide to study it as a second language. Many countries include English as a second language in their school and children start learning English at a young age.

English is the language of science, of aviation, computers, diplomacy and tourism. Knowing English increases the student's chances of getting a good job in multi-national company within their country or finding work abroad.

Now-a-days the students have to search everything in net. English language can help them to their doubts in easier way because English is also the language of International. Many websites are written in English. The Students will be able to understand them and to take part in forums and discussions.

Teachers are encouraged to spend more time with slow learners. Slow learners are those people who have limited ability due to different reason. There are different reasons for slow learning, some time it is due to their mental ability, some time it is due to their background, illiterate parents. But we can't say that they are incapable for learning English language. Teacher should always encourage the slow learners if he or she achieve the small things in the studies. Because that motivation can stimulate the enthusiastic level of student and stimulate them to learn English language.

Overcrowded class is another problem which affects the learning process. Teacher's have one drawback that they are mostly focused on class toppers. But toppers, they can easily understand the subject because they have lot of grasping point. A good teacher will always use different method in class, so every student can understand and learn the content easily.

Communication gaps between students, teachers and parents. Due to this gap neither the teachers nor the parents come to understand the studies. There are some ways to identify slow learners in the class.



1. They can't speak fluently.
2. Short sentences, grammatical incorrect.
3. Child Behaviour.
4. Spelling mistake.
5. Class room discussion.
6. Mispronounce the word.

Teachers can handle the student by using some methods to see the development of slow learners like Group discussion, vocabulary test, reading in front of class, personality test.

Teacher should pronounce the word clearly for the student, ask the student to repeat the word and teach them how to form the sentence by using the word.

The Play-way method is chosen to teach them. This creates an interest among them learners which motivate them to use all that they instantly. It is the teacher's responsibility to maintain enthusiasm among the learners to learn new things. It becomes subject to the wishes, needs and demands of people other than language teachers.

Every learner has different learning strategies, different skills. So, they have to be motivated by different needs and interests of student's. The teaching methodology and activities are framed based on their occupation and the area of interest. A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning in student's. The activity-based learning methods allow the learners learn in an optimum environment as Nunan (1995) has described activity-based learning "a range of work plans which have the overall purpose of facilitating language learning for simple or brief exercise to more complex activities".

We are mainly focus on the activity-based method which we achieve through various worksheet prepared for the learners. After finishing each session, games will be conducted and visuals are shown to improve their listening and speaking skills. Through activity-based teaching the slow learners can easily understand the subject well. Here we mention some task and games for students to enrich their skills.

### **Elicit Extended Chunks of Speech**

During spoken English tests, a learner may be extremely shy, self-conscious and may give monosyllabic answers like "yes" or "no". The evaluator should ask question which require answers in four or five sentences. For example: How do you make a cup of coffee?

### **Self-Reading Method**

Reading is one of the important skill in language. Slow- learners need to expand the time for reading. Reading makes him to well-versed in language. Through this skill, they able to enhance their reading skill, imbibe lot of vocabularies and the spelling of words.

### **Audio-visual Aids**

Slow learners don't like classroom teaching. They don't give importance to books, note, homework. Now-a-days the trends have been changed. Gadgets gain more importance than the book because it is extensive with colourful videos, games etc. Audio-Visual aids and other electronic devices generate more interest among the students to learn. Learning is not like a mechanical and automated concept.

### **Say Hello**

This unit help the students to introduce themselves to others. Greeting is one of the basic functions of communication and triggers positive conversation. It helps us connect to people at a more personal level. Students possessed a basic knowledge about etiquette and manners.

### **Tell Me If You Can**

It deals with expressing an opinion, agreement and disagreement. It becomes necessary to express what we feel to let people know about our reaction to a particular incident or situation. We engage students in activities wherein we used pictures and flashcards to show emotions and expressions. Students have to identify the emotion and elaborate on it.

### **Narrate a Story**

It helps student learn to narrate or report the incidents and events. We make students recollect and narrate incidents from past. Each one passionately takes up this activity and narrate interesting stories of their lives.

At the end of the study the students should be excel in communicative skills. "Communication is simply the act of transferring information from one place to another whether this be vocally (using voice), written (using printed or digital media such as books, magazines). Through this teach the learners can enrich themselves and accumulate lot of new words. Slow learners equip their skills such as reading, speaking and writing. Communication skill is being able to communicate effectively. It is the most important of life skills. Good communication skills are key to success in life, work and relationship.

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Enrich the Slow Learners

## English Newspaper Advertisements: The Demonstration of Activity-Based Learning

A. Mohamed Kurzith Khan, M.A.

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### Abstract

Activity Based Learning (ABL) is the contemporary popular technique in language learning. Many tools like essays, riddles, novels, questions, poems, and visual aids, are used in ABL method, in which, the advertisements from English Newspapers are the more attractive and contain readymade information of many companies, schools, colleges, government scheme, classifieds, and festivals. Newspapers are the ready source in the hands of learners and teachers. Newspapers contain articles on various categories like education, business, philosophy, literature, life skills, technology and many more. It is an affordable source which contains more information. This paper focusses on various activities using the advertisements from English Newspapers and through which the students shall perform activities in the classroom. The students shall improve the language skills even outside classroom by having advertisements as a tool. This paper will prove advertisements will surely be one among the successful tools in the classroom that will make the students more interested in performing various activities.

**Keywords:** English Newspapers, Newspaper advertisements, English language, learners' activities, learning aids, visual aids

### Activity-Based Learning Method

Activity-Based Learning method offers innumerable opportunities for the active participation of the learners. This method will promote independent learning, critical thinking and self-regulated process of continual learning. This will make an interactive atmosphere in the classroom which will make the teaching and learning process easy and spontaneous. The teacher shall bring numerous tools with appropriate activities to make the students participate and improve their language skills; among these tools, English newspaper is the authentic material that provides a valuable resource for language teachers and learners alike. All the activities using advertisements will provide original and practical ideas. Furthermore, the learners and teachers shall use headlines, articles, photographs, editorials, cartoons, weather forecast or the whole newspaper for activities. This research paper exclusively focuses on the activities using the advertisements from English newspapers. These activities will neither focus the students towards becoming journalists, nor teach them how to write in a newspaper style. Instead, the activities will attempt to improve their language skills. Further, to inculcate a positive and comfortable attitude among students towards working with English-Language newspapers, 'The Hindu' newspaper is used as a material for all the activities.

“Language teachers tend to use newspapers in three ways: to develop various language competencies, including reading comprehension and grammar/vocabulary work; to focus on

aspects of the ‘target society and its culture; and to stimulate discussion of issues raised by the articles.’ (Grundy, 3)

### **Role of Newspaper-Based Activities**

According to experts like Peter Grundy, author of the book *Newspapers* and Paul Sanderson, author of the book *Using newspapers in the classroom* the following Newspaper-based activities provide students with purposeful and valuable language practice. Following are the activities that can be done in classroom which will be helpful for the language development.

### **Be an Executive! – Activity**

‘Be an Executive!’ is one such innovative method in current trend in which the students shall do activities based on commercial advertisements.

### **Procedure**

1. Make the students to find one advertisement from the Newspaper with more description, which shall be based on any college, university, companies, or products.
2. Ask them to write down the phrases or slogans that are found in the advertisement.
3. Ask them to note the company or organization name with the website address and contact details.
4. Make them have a clear understanding of all the features and description found in the advertisement.
5. Now, they have to describe the pictures, colours, things that are found in it.
6. Finally, ask each student to come front for explaining their advertisement by showing the ad to the audience.

### **Comments**

This activity will be more enjoyable as the students select the advertisement on their own interest. The students will speak in front of the class confidently as they understood advertisement.

### **Job Interviews - Activity**

‘Job interviews’ is conducting mock interviews in the classroom where the students will become the interviewer and the interviewee.

### **Procedure**

1. As ice breakers, ask students to write down all the answers for the basic questions in interview which includes the following: personal history, previous work experience, previous positions held, career history, qualifications, motivation for applying the job, salary, working hours, holidays, benefits, duties and responsibilities. Ask each one to select wanted advertisements based on their interest.
2. When students are done with their ideas, put them into groups of three, and explain that two students in each group will play the role of interviewers. They should prepare question to interview the third student (the candidate). The interview should last for 5 minutes.
3. Continue this procedure until all the three students have played the role of both interviewer and interviewee.
4. At last, bring the classroom together and ask for the students who performed well. The student can be seated in front of the class and the entire class shall interview that particular candidate.

5. In addition, the teacher can ask the students for the questions that they found difficult to answer, and possible answers shall be discussed.

### Comments

This activity will wipe out the nervousness of the students when they appear for the job interviews and they will become familiar with the interview questions and answers.

### Responding to Advertisement - Activity

This activity is well-known, but the students of the present day still find it difficult to respond to the job advertisements.

### Procedure

1. Select and give a job advertisement to each student.
2. Ask students to write a letter in responding to that advertisement in seeking for the job. The teacher shall explain the way to write the letter.
3. Ask them to prepare Resume for that particular advertisement. If needed, they can also be given one day's time to write the letter and prepare Resume.
4. The teacher shall guide them to prepare Resume and Curriculum Vitae.

### Comments

This activity will be helpful for their carrier to apply for any job in the future. The students will also know about preparing Resume and Curriculum Vitae.

### Advertising Phrases – Activity

Several numbers of newspapers will be needed for this activity, which will help students to use powerful and persuasive language while speaking and writing.

### Procedure

1. Ask the students to go through copious number of advertisements and write down maximum of 10 advertising phrases.
2. Make the students to write the meaning of the phrases. If needed, ask them to use dictionary.
3. To end, ask each student to frame sentences using the phrases and read it in the classroom.

### Comments

This activity will improve their writing skills and they will learn new words and phrases with contextual meaning.

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## Improving the Learning Environment

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### Abstract

Knowledge of English has become a requirement in a number of fields, occupations and professions. In order to make students enjoy learning English, a unique approach should be taken rather than the usual. Learning environment should kindle enthusiasm and creativity within them and it should be a zero-distraction zone. Every learner should have interest to express their own thoughts before others with confidence. Learners should be engaged with different activities according to the trends of the present scenario. This paper deals with the improvement of the learning environment through the creation of the classroom as a learner-centered one.

**Key words:** English language learning, learning environment, unique approaches, learner enthusiasm, zero-distraction, learner activities, learner enthusiasm, learning improvement.

### Introduction

English has attained global status. Good teaching happens when competent teachers with encouraging personalities use non-defensive approaches to language teaching and cherish their students. Language learning should be encouraged among all children. Children have a natural curiosity to investigate the environment in a greater detail. Children learn English as a second language or foreign language much faster than adults. They imitate the teacher's pronunciation, sentences, phrases and words more easily. So that the teacher should be conscious in her/his teaching. The teacher should be pleasant and sweet-natured, able to communicate at the level of the children. Teacher provides the models for language use and facilitates students' development of language skills. With this learner-centered motive, both student and the teacher are active participants who share responsibility for the student's learning. The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable.

### Objectives of the Study

The main objective is improving the learning environment through activities.

### Research Questions

The following research questions were frames to focus on the topic:



1. What is learning and its importance?
2. How to keep classroom a learner-centered one?
3. What are the methods to improve students learning environment?
4. How to design activities to make students indulge in learning?
5. Do activities really help the learners?

## Hypotheses

The following are the hypotheses of the study:

1. Learning environment should be interesting enough to kindle the enthusiasm amidst learners to gain good language skills.
2. Proper environment can be provided to inspire and motivate the learners to develop their language skills through activities.

## Discussion

Learning can be defined as the act or process of acquiring knowledge or skill. Students must be prepared for all aspects of work, and it provides practical knowledge for teachers and professors who should recognize and identify them. Learning is not something done to students, rather they do it. It is the direct result of how students should interpret and respond to their experiences. Assessing the quality of education is incredibly important in ensuring that students acquire practical skills. Assessment must not only measure the effects of learning of individual students, but the sum of student experiences defined in a meaningful system of 'performance indicators'. It is difficult to measure the consequences of education because many of its outcome can only be seen much later in the professional and social activities of former students. However, this is just another reason for measuring the quality of education.

In language classrooms, instruction focuses on the learner and the learning process. The teacher creates a learner-centered environment that resembles as much as possible the one in which students learned their first language. Students participate in the learning process by establishing learning goals, developing and choosing learning strategies and evaluating their own progress. In classroom, students attend to models provided by the instructor (input) and to build on those models as they use language themselves (output). Classroom activities incorporate real-world situations.

Learner-centered instruction encourages the students to take responsibility for their own language skill development and helps them in gaining confidence in their ability to learn and to use the language. Teachers support students by devoting some class time to non-traditional activities, including teaching learners to use learning strategies, to use available tools and resources, and to reflect on their own learning.

## Overcome Resistance Against Learner-centred Model

Students who are accustomed with more traditional teacher-centered instruction may resist the learner-centered model at first, because it expects them to be more involved in the

learning process. However, when they discover that learner-centered instruction enables them to develop real-world language skills while having fun, they usually become enthusiastic. In order to keep the classroom a learner-centered one, the following will help make communicative language teaching a learner-centered one:

- Use language in authentic ways.
- Design activities with a purpose.
- Use task-based activities.
- Encourage collaboration.

Learners feel boredom in doing assignments on their own. In order to induce the interest, they should be put in a group of 3-4 members. Use of audio-visuals is more important than the printed text. The printed text should be colorful, full of pictures, and should have only few language elements such as words, phrases and sentences. Students see the pictures, listen to the reading and will reproduce in their own language, the utterances of the characters in the book as much as they can. Let the students act out the story. They can easily develop their listening and speaking skills. Reading and writing will take deliberate effort on the part of the students. Reading and writing should be less in quantum than speaking and listening in English. Offering assignments topic of their interest to show as presentation or a research will make the students to show their personal interest as well as make them to learn more than the subject. Permitting the students to show their expertise plays a vital role in sparking students' interest in learning.

### **To Simulate Communication Outside the Classroom**

Activities in the language classroom simulate communication outside the classroom when they are structured with such a purpose. In these classroom activities, students use the language to fill an information gap by getting answers or expanding a partial understanding. For example, students work in pairs and each is given half of a map, grid or list needed to complete a task. The pair then talks to each other until they both have all the information. Whenever possible, ask students to work in pairs or small groups. This structure allows the students to collaborate and to develop the work plan, discuss the substance of the task, and report the outcome. They will thus use language in a variety of ways and learn from each other. Effective collaborative activities have three characteristics.

- Communication gap: Each student has relevant information that the others don't have.
- Task orientation: Activity has a definite outcome, such as solving a problem or drawing a map.
- Time limit: students have a pre-set amount of time to complete the task.

Students enjoy indulging in activities. Collaboration with other students encourages learning and friendship amidst the students. Activities can make the students think more laterally than usual and helps them come up with their own thoughts.

### **Summation**

Learning environment can be enhanced in the way of making the learners to get improvised learning. It can also be achieved by group activities. Devising group work which aim at accomplishing some language related task such as presentation or research, or debates enrich students' interest and language games such as word whiz, chop talk, cruncher, scramble, anagram etc. If the text book lessons are not activity based, surely students will get distracted. In order to make them prevail in zero-distraction zone, activities remain the only hope for the teachers.

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## Problems in Learning English from the Learners' Perspective

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### Abstract

English is one of the most important languages in the world. One main reason is that English is the first language in many countries. Students have difficulties, and problems in learning English. They make many mistakes in English pronunciation, grammar, vocabulary, usage and so on. Listening to English TV channels will improve English pronunciation. Grammar is very basic to correct your language. This paper deals with the learners' problems in learning English language.

**Keywords:** English vocabulary, learners' difficulties, English pronunciation, TV English Channels, Learner perspective

### Introduction

English learning in different countries have been faced with some problems. Some students mentioned that learning English is centered on the teachers, so that if students love their teachers, they might make use of his/her motivation and creativity. Learning English is important and people all over the world decide to study it as a second language in spite of difficulties.

### Review of Research

The purpose of the project was to explore and describe the experience of one adult female immigrant to the United States and her difficulties in her learning English as a second language. Information gathered from the available research provided a foundation for understanding and helped to suggest a variety of reasons for the difficulties she experienced. Insights gathered can inform instructors of English as a second language, of adult learners, about the needs of learners who do not progress at expected rates.

### Objective of Study

The principal aim of the study is to deal with problems from the learners' perspective in learning English.

### Hypotheses

The following are the hypotheses:

- Vocabulary is very important for students who learn English as a second language.

- Grammar is an essential part of language, and it is very basic in the use of correct student language.

### **Research Questions**

- 1.) why learning is important?
- 2.) What are the common problems in learning English?
- 3.) Why is it important to learn vocabulary and grammar in learning English?
- 4.) How to improve pronunciation?
- 5.) How to speak English fluently without hesitation?

### **Discussion**

Learning English is important and people all over the world decide to study it as a second language. Learning English provides students with a wide range of information and knowledge. For instance, students can get information fast and efficient by accessing internet. Learning English will allow students to gain knowledge in many different possible ways. In addition, learning English helps students widen their knowledge about linguistics, culture, people, tradition etc. Having good skills in English can be promoted to higher positions or even higher salary in their work. In Indian schools, students are being taught English which is an international language. To learn this language requires constant practice and patience. The kind of feeling that prevails among many Indian students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning the English languages.

Learning helps to develop sound working practices aligned to organizational goals. Learning increases productivity and effectiveness. Learning ensures top quality people, service, and attitude – resulting in better business. Developing a new skill will influence you do things day to day and that will help making, doing things quicker and easier, saving time, energy and stress. Learning throughout our lives is essential for staying up to date in an ever-changing world. Learning new things is very important for our self-esteem:

**Vocabulary**  
**Grammar**  
**Correct pronunciation**  
**Skill in speaking**

### **Vocabulary**

Vocabulary is important when learning a language. Vocabulary represents one of the most important skills necessary for learning an English language. It is the basis for the development of all the other skills, reading comprehension, listening comprehension, speaking, writing spelling and pronunciation. A good vocabulary supports one's ability to express oneself and to communicate unique ideas.

### **Grammar**

Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners become more accurate in using a language. Without good grammar, clear communication is impossible. Proper grammar keeps you from being misunderstood, while expressing your thoughts and ideas. A person with poor grammar skill can make a negative impression on others. First impressions can be lasting and may hide the true judgment of character.

### **Pronunciation**

Pronunciation is the most important and difficult problem that non-native English speakers have to face when they study English. Improper pronunciation can lead to negative impressions, misunderstanding and ineffective communication. Pronunciation is the first thing people notice during a conversation. Knowing a lot of vocabulary is meaningless if we cannot pronounce those words correctly and no one can understand the words that we are trying to use.

### **Hesitation**

Hesitation can happen due to many reasons. The fear will be all gone when you have already spoken in English many times. Practice English speaking daily with a partner, friend, colleague or a trainer everyday like a yoga practitioner. The difficult thing about taking in a new language isn't the language itself, but how you think about it. Talk to yourself, use a mirror, focus on fluency, not grammar try some tongue twisters, listen and repeat, pay attention to stressed sounds. These are the imminent things to improve one's skill in learning English.

### **Summation**

Basically, the learners need to consider first how to solve our internal problems, improve our grammar and try to apply it in daily activities. Motivating ourselves to study hard, can be done in many ways. There are many obstacles which appear around us. However, one thing to be reminded is that the wise student will consider their obstacles as challenges not as threats.

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## **Enriching the Slow Learners through Task-based Teaching**

**Anitha.P., II M.A. English**

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### **Abstract**

Slow learners are students with below average cognitive abilities, who struggle trying to cope with academic demands in the class room. The support and the motivation of teachers and parents help such children to overcome their hurdles. They have additional responsibility over the students in schools and in the society. To enrich the slow learners, they should be appreciated even for every effort that is taken by them in the class room. This would raise their self- esteem and confidence level. This paper deals with the enrichment of slow learners through tasks.

### **Introduction**

English Language Teaching for educational purposes are fraught with difficult changes in many countries including India. The latter as a nation represents cultural and linguistic diversity. It can be viewed as a mixture of distinct cultures and tongues. ELT classrooms would help to develop a critical analysis and understanding of the various aspects of English language namely pronunciation, accent, vocabulary, idiomatic expression, sentence structure, and cohesive devices. Furthermore, it would help in various language activities such as listening and reading. The emergence of the concept of ELT can be traced to the need for imparting proficiency in the use of English for practical purposes, as distinct from the need for teaching English literature as part of general education.

Today ELT continues to be in disarray, ineffective, irrelevant and perhaps irresponsible. In a developing country such as ours where the need of the hour is rapid, social and economic growth, where there are too many heavy demands on existing meager resources, the utmost economy in every sphere of activity is essential. No less important is the time factor. Unfortunately, so far as ELT is concerned, there is hardly any conclusive evidence to show that we have been guided, to the extent desirable, by the important considerations. Similarly, the earlier emphasis of ELT on how to teach has given way to what to teach. These have tended to change the methods and procedures of syllabus construction and techniques of teaching by introducing an element of scientific rigor in ELT operation.

### **Objective**

The objective is to enrich the Slow Learners through task-based teaching.

### **Research Questions**

1. Why language is so necessary?
2. Who are slow learners?
3. What are the problems of slow learners?
4. What are the effective teaching techniques of slow learners?
5. What is the outcome of this study?

## Discussion

Language is the medium through which we can transmit and interchange our ideas, feelings, courses of action and various other types of information. As we all know, language is not a natural phenomenon, but a creation of man's social needs. Hence each society depends as much on language as it is on air and water for survival. The moment we think of communication in a society, we cannot help thinking instantly about language and media.

## Listening, Speaking, Reading and Writing

Much of the literature and evidence support that language learning in general proceeds in the order of listening, speaking, reading and writing. However, majority of schools in India starts teaching English language by emphasizing writing at a very early stage of language learning. Students would have mastered reading and writing with some relative competence, however their listening skills should be properly developed. Though the study of English in India began as a historical accident, even today it continues to be a language of intellectual prominence and communication for meeting the specialized needs of education, business, commerce, law, politics, science and technology.

## Slow Learners

A slow learner has traditionally been identified as anyone with a full-scale IQ, one standard deviation below the mean, but not as low as two standard deviations below the mean. Slow learners are those pupils who have limited ability due to different reasons in the education process. Slow learner is an advanced word for "backward" or "mentally retarded" and educationally subnormal. Slow learners are children who are doing poorly in school but are not eligible for special education; their intelligence test scores are too high for consideration as children with mental retardation. In order to enable the slow learner grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. They have difficulty with higher order thinking or reasoning skills.

## Possible Reasons for Slow Learning

According to experts, children who for various reasons, fall behind in their school work and require special teaching become slow learners. The slow learners may be considered slow due to their growth opportunities and learning environment. Absenteeism from the school is the factor which can affect the child's ability of learning. Defective vision is another possible cause of slow learning, it can affect a child's growth and development and the ability to function in the society. Violence in schools is another factor which causes slow learning in students. Violence affects the learning ability of the student. Lack of teachers in school is also a cause of slow learning, due to shortage of teachers in schools, the student is left behind other students in competition. Teaching method is the most important factor in helping slow learners. The teachers

who use one method of teaching create slow learner in the class because every student learns in a different style and method. Students due to high expectations of their family and absence of guidance for both the parents and students, experience a lot of psychological stress, which has a retarding effect on their educational development. Students who are affected by Alexia, Dyslexia, and Strephosymbolia could become slow learners.

### **Spelling**

Spelling is very necessary for slow learners, because it helps to form a word; a good speller will always be a good reader and writer. Therefore, teacher should give attention to teaching spelling to the students. Teacher should s the word clearly for the student and ask the student to repeat the word. Teacher should use visual aids. It would help the student to understand it easily and memorize it for long time. Teacher should use flash cards for teaching difficult words. Reading with meaning is a good method, which children easily understand and remember. Pictures on wall with the stories can also help slow learner s to remember and understand a word. Computer games are the best method for teaching the reading process. These interactive games not only help slow learners in their reading process, but it also helps to increase their quick decision-making ability.

### **Social Education**

Social education is also very necessary for the slow learner. Teacher and parent should give full attention to the social education of slow learners. Involve students with a practical model or case study of short time span and relaxed environment. So, that they can visualize or feel the situation. Proceed with taking steps once the students are comfortable and involved in looking for solutions. Involve them in activities discrete from routine home chores like sports and excursions, to motivate such students to learn without cramming monotonous textbooks. Provide a variety of activities for learning such as painting a picture of a reading assignment; provide them ample opportunity for success. Fortunately, nowadays resources are available in libraries as well as online to develop learning habits to create interest for slow learners. The first responsibility of the teacher is to build up confidence among the slow learners. Make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost their confidence to perform better.

### **Extra Care and Practice**

Extra care and practice should be given to the slow learners as compared to their peers. Inside the class room the teacher must never make the slow learners feel neglected or unwanted, as it might create a feeling of inferiority among the slow learners, which might have an effect on their grades. Cumulative records must be maintained by the teachers to keep track of the learners' progress. This cumulative record is mandatory for the teachers to know how the slow learner is responding to her teaching. A teacher needs to be a friend to the slow learners; they can fall back upon the teacher in moments of need. Encourage the slow learners in other activities to help them to experience success. Teachers are first required to find out the main reason behind the learners' weak performance and to study those areas minutely, which the teacher needs to work upon, to guide the slow learners to perform well. The teacher needs to interact with the slow learners more often, so that the teacher can keep a record of every movement of the learner

and adopt ways in which the slow learner can be guided. Peer tutoring is one of the most effective strategies for slow learners. Parents and teachers should identify tolerant and caring peers and allow the slow learner to be taught alongside them or through them. The more a child interacts with those of his age, the more he will grow, eliminating the problem of low self-confidence.

### Summation

It is impossible to draw strong academic performance from slow learners through steady application of practical strategies. Joint efforts of both parents and teachers are important to achieve positive results. Knowledge of what you can do as a parent or teacher to help slow learners, you put in your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teachers' end is simple, yet the result at the end of day is great enough to make a teacher feel proud of herself/himself as well as her/his learners who had managed to overcome their weakness and come out in flying colors.

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## **Improving Learning Environment in Classroom**

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### **Abstract**

Language is dynamic. One cannot deny language in learning. A good learning environment leads a student to learn in an interesting way. Through learning environment, students feel valued and empowered. A learning environment is different from traditional studies. Learners centered environment should be encouraged for the students in classroom. This paper deals with the ways of improving the learning environment among the students.

**Keywords:** learning, students, environment, language.

### **Introduction**

Language plays a vital role in our life. Among the languages used in India, English occupies dignified but delicate position. The continuation of the study of English is both desirable and necessary. English is a link language between India and foreign countries. It is a language which is understood by the educated people in our country. The political awakening and national unity of our country is possible only because of the study of English language.

Language is a method of communication. It is a method of communicating Ideas, emotions and desires. All humans begin learning language naturally. But learning foreign language is not so easy. People may learn a foreign language naturally if they have adequate environment for it. In past, grammar occupied a central position in language learning. For the foreign language teacher who is dealing with the students of homogeneous mother tongue, the knowledge of contrastive syntax is a very valuable.

### **Objective of the Study**

Learning environment can be improved by the teachers through play way method.

### **Research Questions**

1. What is language?
2. What is learning environment?
3. What is play way method?
4. What are the chief advantages of play-way method?
5. What is the result of the play way method?

### **Discussion**

Languages are taught in classroom. Often, they are also ‘caught’ outside the classroom. We come across people, who have never been to school, speaking several languages fluently. Perhaps the most wonderful thing in life is our ability to process language at lightning speed. People have legitimately been curious about language learning. Behaviourism, Cognitive theory, Humanism play a crucial role in improving the learning environment. These three theories are different from traditional studies.

Childhood is otherwise known as Play-hood. Child’s love to play is common. Through the Play way method, the teacher may change the learning environment. Learning of English as a foreign language can be made joyous activity if imparted on play-way lines.

### **Play-way**

The term *play-way* was first used as a method of teaching English by Coldwell Cook at the Perse Grammar School. It was the outcome of his experience of teaching Shakespearian plays to his students. He felt that class-room lessons were dull, uninteresting and distasteful. He employed a method by means of which his students began to take a keen interest on the subject. He asked them to select parts according to their tastes and abilities and dramatize those plays in the literature periods. The students organize an open-air theatre in the school compound, divided up the parts among themselves and memorized them with great eagerness. Thus learning became associated with spontaneity, freedom and pleasure through practical activities.

### **Make English Learning Easy**

English being a difficult subject can be made easy, tangible and practical if it is imparted by the help of play-way, method. It can encourage the creative power of the pupils, who learn English. Children can get an opportunity for natural expression of their emotions and feelings. They can develop their initiative, tone-thought and skill in full measure.

### **Useful Functions of Play**

In the teaching of English, Play serves three useful functions, viz,

1. Exercise competence
2. Stimulates imagination
3. Enables experimentation beyond the real level of development. Today play is used in the teaching of English in such forms as dramatization songs, poems, etc.

Games

Games, in the teaching of English can supply a reasonably realistic environment for communication; and they can give plenty of practice in speaking. If we divide up our classes into small groups, games can also give the shy people to chance to participate gradually more and more alongside his more extrovert and self-confident fellow-pupils.

### **Dramatization**

Actions accompanied by speech are very helpful in language teaching. It can bring the world outside the class-room. Dramatization is particularly effective with small children. They



are not self conscious and enjoy pretending. Teenagers and young adults are often acutely self-conscious, unless they are extroverts. However, by working in small groups and allowing the less shy to start the thing going, one can usually overcome the shyness of all, and have them joining in before long. The teacher can drill particular structures, or preferably contrasts between structures, by dramatization; and, as in the case of games, he can make the work realistic and situational by this means. He can also teach English gestures and facial expressions, which are often different from those of speakers of other languages.

### Songs

Songs are both a pleasant relaxation after intensive language work, and an excellent way of helping pupils with rhythm, stress and pronunciation. These are some songs which are particularly useful for specific pronunciation problems. The initial presentation of a song should always be oral the teacher should sing the song several times and encourage the pupils to join when they feel ready to do so.

### Advantages of Play Way method: Educative value:

Play-way has educative value on account of the following:

- ❖ Play-way is a great motivating force. Play-way activities are based on the natural urges of the children.
- ❖ Play-way kills drudgery and boredom. The children willingly undertake to do a piece of work.
- ❖ It follows learning by doing and practice, which is effective than telling.
- ❖ The method is based on the laws of learning and it provides a great incentive to original creative work.
- ❖ Play-way provides opportunities for the sublimation of various instincts of children.
- ❖ Play-way assures maximum freedom for the child with the result that he develops originality, power of reasoning, imagination and insights.
- ❖ Play-way gives training in the democratic way of life. The students learn to co-operate and to help each other. Play-way stimulates mutual goodwill and fellow feeling.

### Summation

Students can be involved in customized learning activities. It creates a joyful learning environment. Teachers should prepare relevant teaching-learning material after designing the learning activities. They also must plan the activities ranging from simple to complex. They are the guides, supervisors and leaders for the learners during the learning process. Children should be evaluated through play-way activities so that they will be engaged and motivated by the teachers. At the end, the classroom must be a learner centered one.

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**D. Nagarathinam, Ph.D. and R. Vani, M.A., M.Phil. (Eds.)** *New Perspectives in ELT – 2018*

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Improving Learning Environment in Classroom



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## Better Understanding of the Real Present Tense

Prof. L. Lakshmanan and Ms. N. Karpaha, M.A., M.Phil. with NET

1-----

Past

Pre.

Future

2.-----X-----~~////////X////////~~-----X--

**Tense** (n): a set of forms taken by a verb to indicate the time.

--- *The Concise Oxford Dictionary*

### Abstract

“The sun rises in the east” is a habitual action which is represented in the present simple tense, but truly speaking it is a timeless tense. “I am writing an article” is a progressive action which is represented in the present continuous tense but truly speaking it is the real present tense. The present simple and The real present / present continuous tense usage with better light-the sequence-state verbs- relational verbs-mental states-with other verbs (sometimes called “per formatives”) habitual actions-limited period; in stories and jokes- in narratives-with phrases-on news –paper- headlines-with time adverbs-and wonder etc...

### Introduction

## GRAMMAR

“The laws of language are sure and valid, but they are revealed in speech and writing as the laws of nature are revealed in living beings in a delicate harmony of balanced forces and blended qualities. The elements can be recognized but the harmony itself defies ultimate analysis.”

----- Modern Studies.

“It must be borne in mind, that grammar, which is essentially concerned with generalized facts, is thus basically a study of abstraction”.

“A grammar test is often based on a Knowledge of exceptions to rules and may include such vocabulary items as the forms of abstract nouns and the particular prepositions which should follow certain verbs, adjectives or nouns, which cannot be derived by analogy”

----- The art of teaching English as a language by I-MORRIS

“The attitude to grammatical rules will vary according to the general approach to grammar. A rule may be looked upon as merely a generalized statement of usage or as an authoritative law imposed by linguistic principles’

*Above all beastly lerne and rede good Latyn auctors of chosen poetes and oratours and note wisely how they write and spake, and study always to follows them; desiring none other rules but their example. For isn the beginnings men spake not latin because suche rules were made, but contrari Wyse because men spake suche latyn, upon that followed the rules and were made. That is to say a latin speech was before the rules, not the rules before latyn speche.*

*“We learn to speak by pattern rather than rule”-- paul and “that are learn living languages more by imitation than by rules”: - Storm*

### **Formal and Functional Grammar**

“The formal grammar offers a systematic classification of all the language forms. Its main feature is its employment of highly abstract technical terms with all definition or explanation”.

“The functional grammar may be equally systematic although its approach is essentially didactic. It deals with each facts of language by reference to the concrete example rather than to the abstract principle or rule.

*‘It is true that one really cannot begin to learn the grammar of a language until one knows the language itself’.*

Ref; Starch as quoted by Handschin from an article in school review’ 23; pp 697-703-1915

Being Indians - not having English as my mother tongue, we are a little puzzled and we have a tension to find out the differentiation between the Present simple tense and the present continuous sentence in usage, rather to say that there we find a mental or emotional strain.

To ease such a tension not only to us but also to the beginners in English or careless Indian English speakers, we would like to try to give a better light for clarity in our write-up here in this paper.

For better understanding these two tenses (the Present simple tense and the present continuous sentence) the sequence normally plays the major role, but this is not enough for us to know about the mental status.

At the outset which tense can be taught or learnt first, between these two tenses. There is a wide debate on this issue among the grammarians.

More than 90% of Indian English speakers are not good at the usage of simple present and present progressive sentences because of the bi-lingual problem.

*“Which is preferable the present simple or the present progressive tense for the introduction of the tense for the beginners. It is advised to introduce the present progressive tense for activities in progress and the simple present tense for what is habitual or usual. There can be no rules for tense usage and as pupils leave the beginning stage behind they will meet tense usages which appear to contradict the guidance they have been given”*

---- *The teaching of structural words as sentence patterns* - A. S. Hornby

### **A Better Understanding of the Present Progressive Tense**

Nowadays, the students are very much interested to hear the Telecast / broadcast commentaries on sporting events.

In a football game there is a very rapid sequence of movements by the players. A kick or a pass occupies a fraction of a second. The commentator cannot describe such rapidly executed movements while they are in progress. He does so immediately afterwards and uses the simple present.

*“Ronaldo **passes** the ball to white, who passes it to brown shoots. The goal-keeper **makes** a brilliant save.*

While demonstrating a dish the cook uses the progressive tense for those which performed slowly for those which take only a movement or two, the present simple tense is used.

*“I **pour** the milk into bowl, and **place** it on the oven. I **strike** a match or the lighter to light the gas. I **pour** the tea-dust in the boiling water **stir** it well...*

*Now the tea in the bowl **is boiling**.*

The progressive tense is used only in the last sentence.

A sequence of this kind with the simple present tense would be unsuitable for use. It would cause pupils to form wrong association. They will need to learn about the use of simple present for a series of acts of the kind discussed here.

A much simpler use of the simple present tense for an activity in progress in  
exclamatory sentences with 'here' as 'there'

'Here the hero **comes**! *Here comes* the bus!

'There he **goes**! Hurry up to catch it!

1. Instead of using the simple present we use the present continuous tense in some contexts.

I usually **go** to college by car. (habitual action) This means, I **am going** to college by bike because my car is out of order.

In this context the progressive tense is used to indicate an activity which is repeated during *a limited and usually stated period of time*.

2. The simple present and the present progressive are used for future events that are parts of a settled programme for future intention 'going to' and an infinitive is common.

(a) Sriram, a child says, he's going to be a pilot when he grows up.

I **leave** for Chennai tomorrow, (my plan)

I **am leaving** for Chennai tomorrow. (certainty)

Though both sentences make a statement about my plan for tomorrow, the second sentence conveys about certainly going more than a plan.

a) Prof. Laxman **retires** next year. (because he reaches his age limit).

(b) Prof. Laxman **is retiring** this year earlier (because of his own decision).

II. With some state verbs, the present continuous Tense is used: (e.g. attract, like, look, love, sound).

*My son comes from abroad this summer to stay with us. All my family members love having him here.*

*Note: The state verbs which we rarely use include the present continuous Tense 'believe, consist of, doubt, own', etc.*

### **Stative: verbs of inert perception and cognition:**

1. (Abhor, adore, astonish, believe, desire, detest, dislike, doubt, feel, forgive, guess, hate, here, imagine, impress, intend, know, like, love, *mean, mind, perceive, please,*

*prefer, presuppose, realize, recall, recognize, regard, remember, satisfy, see, smell, suppose, taste, think, understand, want, wish, etc).*

## 2. Relational verbs

‘apply to, (everyone)be, belong to, concern, consists of, contain, cost, depend on, deserve, equal, fit, have, include, involve, lack, matter, need, owe, own, posses, remain, (bachelor), require, resemble, seem, sound, suffice, tend, etc.

B) Some verbs have different meanings when they are used to talk about states and when they describe actions. With their state meanings, the usually take simple rather than continuous forms. With their action meanings, they may take simple or continuous forms, depending on context.

a) *The treatment for controlling recent fever does not **appear** to work. (appear: state=seem)*

b) *The actress Ms. Shetty **is currently appearing** in the serial films. (as the she has grown older. )appear: action=take part)*

c) *Do you think it is a good idea? (Think: state=about an opinion*

d) *I am thinking of going in August/your trouble is you think too much. (think: action=consider).*

*Other verbs like this include, ‘anticipate’, ‘cost’, ‘expect’, ‘feel’, ‘fit’, ‘have’, ‘imagine’, ‘measure’, ‘weigh’.*

C) With some verbs describing mental states (e.g. find, realize, regret, think, and understand). We can use the present continuous to emphasize that we have recently started to think about something or that we are not sure about something.

*I **regret** that the company will have to be sold.*

*(I have made the decision and I am sorry about it) and  
I **am regretting** my decision to give her the job (=I am increasingly aware that it was the wrong decision)*

Some other verbs describing preferences and mental states (e.g. agree, believe, conclude, know, prefer) rarely used with the present continuous.

*I **believe** you now (not I am believing now.)*



d) We use the present simple with verbs which perform the action they describe.

*I admit I can't see as well as I used to.*

*We apologize for not replying earlier.*

Other verbs like this (sometimes called (performatives) include

*'Acknowledge, advise, beg, confess, congratulate declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn'.*

Some verbs used as performatives in affirmative (positive)

sentences (*apologize, deny, guarantee, promise, suggest*) and have a similar meaning with either the present simple or the present continuous in negative sentences.

*I don't **deny**/I'm not **denying** taking the book but and why said it mind be okay.*

Note that we can use modals with performatives, often to make what we say more tentative or polite.

- *We would advise you to arrive two hours before the flight **leaves**.*
- *I must beg you to keep this a secret.*

e) We often use the present simple and present continuous in stories and Jokes in in formal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention.

*\* She **goes** up to the man **looks** straight is to his eyes. He **is not wearing** his glasses and he doesn't recognize her'*

*\* This man's playing cricket when the ball bounds up to him he hits the ball and drives it beyond the boundary.*

The main events are usually described in sequence using the present simple and longer the back ground events are described using the present continuous.

In narratives and anecdotes, the present simple can be used to highlight an event. Often it is used after past tenses. Tense and with a phrase such as suddenly or all of a sudden.

*\*I **was sitting** in the park, reading a newspaper, when all of a sudden this dog **jumps** at me.*

f) We also use the present simple and present continuous in live commentaries for examples on sports events. When the report takes place at the same time as the action.

*The bowler bowls a googly in the cricket; the batsman Dhoni- (the Indian captain) **hits** a wonderful sixer. He **is playing** a magnificent cricket in the last over.*

g) We can use the present simple in phrases such as

*\* It says here, I hear. I gather, I see. I understand and they say (someone) says (someone tells me to introduce news that we have heard, read, seen. (e.g.) on television) or been told. We can also use past tenses (e.g. It said here, I heard).*

*\* I gather you are worried about your son's future.*

*\* Professor. L. L is at the conference and I **hear** he is an excellent speaker.*

*\*Ref. Advanced grammar in use-by Martin Hewing.*

h) The present simple is often used in newspaper headlines to talk about events that have recently happened.

*'THE CYCLONE HITS CHENNAI'*

*'THE PRIME MINISTER VISITS AMERICA'.*

*'FIRE BREAKS OUT IN HOTEL TAJ-MUMBAI'*

We can use the present simple to refer to the contents of books, films, newspapers, etc.

*\*Thomson gives the largest European companies in chapter six.*

*\* At the beginning of the book, three men find \$4 million in a crashed plane.*

*In the film, the actor Elizabeth Taylor takes the role of the Egyptian Queen-Cleopatra.*

- i) We can use the present continuous with adverbs such as always constantly, continually or forever to emphasize that something is done so often that it is characteristic of a person, group or thing.  
 (a) *I think, I will stay here after all.*  
 (b) *You are constantly changing your mind.*  
 (c) *My boss is a really kind person; He is always offering to help me whenever i need.*

We often use pattern to indicate disapproval. The past continuous is used in a similar way with these adverbs. (e.g. was your servant always asking you for money, too?)

j) We can use the present (or past) continuous rather than present (or past) simple with the verb “**wonder**”. If we want to be especially friendly or polite, particularly. If we are unsure about the other persons feeling towards something or how they will react to what we say.

\* *You said that there were only 50 books in the boxes, I'm just wondering/I was just winding, whether you counted them all?( mere polite than, I just wonder?)*

\* The present simple tense is having abstract rules in usage.

The present progressive tense is visualized most of the time when we speak or write with meaningful rules. so, this is rightly called ‘**The real present tense**’.

## EXERCISES:

PUT THE VERBS IN BRACKETS INTO THE SIMPLE PRESENT OR PRESENT CONTINUOUS TENSE.

1) a) *What Tom ( think) of the budget?*

*What does Tom think of the budget?*

b) *He (think) it most unfair.*

c) *I (agree) with him.*

*I agree with him.*

2) *What this one (cost)?*

*It (cost) four shillings.*

3) You (hear) the mind?

*It (blow) very strongly tonight.*

4) You (see) my hat anywhere?

*No, i (look)for it but i(not see it)*

5) He never (listen) to what you say. He always(think) about something else.

6) This book is about a man who (desert) his family and (go) to  
*live on a pacific island.*

7) You (understand)what the lecturer is saying?

8) What you (have)for breakfast usually? I usually (eat) a carrot and (drink) a glass of  
*cold water.*

9) When the curtain (rise) we (see) feride hand and Miranda sitting in a cave.  
*They (play chess).*

10)Why you (walk) so fast today? You usually (walk)quite slowly. Be going to  
definitive;(future of present intention).

1. When are you going to get married? (With personal subject).

2. She is going to have a baby. (Future of present cause).it is going to rain.

The present progressive is especially frequent with dynamic transitional verbs like ‘arrive, come, go, land, start, shop’, etc. which refer to a transition between two states or position?

*The plane is taking off at 7.30.*

*The President of America is coming to India this week. The bus is stopping (it is going to stop-slowng down).*

### Simple present (with the subordinate clauses)

It is introduced by ‘if’ unless, etc. or temporal introduced by ‘as soon as’ ‘before’, ‘when’, etc.

*‘What will you say if I marry my boss?’*

*The guest will be given gifts before they leave.*

The use of the simple present in main clauses-normally associated with **present and past events**. It is used for statements about the **calendar**.

Yesterday *was* Sunday, today *is* Monday and tomorrow *is* Tuesday. And to describe **immutable events or fixtures**.

The simple present and the present progressive are often used with **dynamic transitional verbs**: 'arrive, come, leave', etc.. Both having the meaning of '*plan*' or *programmer*.

*The plane {leaves/is leaving} to night from Chennai.*

## Conclusion

'Fundamentally grammar is concerned with the analogous facts of languages as exemplified by the forms of words and the patterns of word groupings.

'The grammatical scheme and the manner of treatment should be determined mainly by the pupil factor (age, education, mother- tongue) and the stage of language training. Initial Experience and reflective study <sup>(5,6)</sup>.

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## **Role of Internet in English Learning and Teaching**

**Dr. E. V. Ramkumar and R. Vani, M.A., M.Phil.**

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### **Abstract**

The current information delineates that the most broadly utilized language on the web is English, which is utilized on the greater part of the considerable number of pages on the web. Those pages cover each style of English – business, conversational, logical reports, news, sports, talks about, neighborhood lingos and that's just the beginning – which makes the web a perfect asset for interactive learning. While access to current English books or newspapers may not be easy, you can always use the internet to find content on almost any topic. Practice your English language learning by reading books or newspaper articles, listening to the radio or podcasts and by watching streaming videos of tv and film.

**Keywords:** Business English, Logical reports, web, interacting learning.

### **Introduction**

The current information delineates that the most broadly utilized language on the web is English, which is utilized on the greater part of the considerable number of pages on the web. Those pages cover each style of English – business, conversational, logical reports, news, sports, talks about, neighborhood lingos and that's just the beginning – which makes the web a perfect asset for interactive learning.

The access to current English books or newspapers may not be easy, you can always use the internet to find content on almost any topic. Practice your English language learning by reading books or newspaper articles, listening to the radio or podcasts and by watching streaming videos of TV and film.

### **A Classroom without Walls**

One can use the internet to shape your language studies. If you're learning English to go on holiday, for example, you can look up detailed information about the place that you'll be visiting. Or if you're learning English for your career, you can find out more about the sector you work in, including common words and phrases, and industry-specific terminology.

One of the biggest advantages of using the internet to support your language learning is how much it can help you understand the culture of another country. This is especially true when it comes to watching video online. Watching the news, including sports coverage, or popular TV



shows can help you see the world through the eyes of another country and give you an insight into how its culture differs from your own.

### Real-time Communication

The most exciting opportunity that the internet presents English language learners is the ability to communicate in real-time with native speakers. Using video calling, instant messaging and online forums means you can join in live conversations and debate – a superb way to practice your spoken and written English. While an error is made when posting a comment on a blog will tell you that you are wrong in a particular place, there are always lots of people willing to help you correct your grammar.

The number of teachers using Computer-Assisted Language Learning (CALL) has increased markedly and numerous articles have been written about the role of technology in education in the 21<sup>st</sup> century.

In teacher's perspective Internet has brought a revolution by offering teaching tools through net is gradually becoming more reliable. Internet is gaining more popularity in foreign language teaching and educators and learners are embracing it.

### Usage of CALL

The Internet has tremendous potential as a tool for teaching EFL. Sayers (1993) mentioned that network-based technology can contribute significantly to:

- **Experiential Learning.** The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. Information is presented in a non-linear way and users develop more flexible thinking skills and choose what to explore.
- **Motivation.** Computers are most popular among students as they are often associated with fun and games. Student motivation is therefore increased, especially whenever a variety of activities are offered. This in turn makes students feel more independent.
- **Enhanced student achievement.** Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their attitude towards learning and by helping them build self-instruction strategies and promote their self-confidence.
- **Authentic materials for study.** All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.
- **Greater Interaction.** Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

- **Individualization.** Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.
- **Independence from a single source of information.** Although students can still use their books, they are presented with opportunities to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.
- **Global Understanding.** A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel like citizens of a global classroom, practicing communication on a global level.

Some other advantages of computer and internet assisted language learning according to Gündüz, Nazlı are:

**Individualization in a large class**

**Pair or small group work on projects**

**The fun factor**

**Exploratory learning with large amounts of language data**

**Real-life skill-building in computer use** (Warschauer and Healey, 1998).

Internet also facilitates students of English learners to

**Correspond in English by e-mail with other classes in other parts of the world**

**Communicate in real-time chat rooms**

**Share opinions and ideas across cultures on sports, music, food, hobbies, etc.**

**Conduct international surveys for class work**

**Read and listen to up to date news.**

## **A Powerful Tool**

Internet is considered as one of the most powerful tools for teachers to help students, but as the wealth of available resources is infinite, students face problems to handle large information in an effective way. The most unavoidable problem is the unfamiliarity of the resources with the applications and handling of internet. By having little or no experience on the internet is an anxiety source for both language learners and teachers. In this way it takes time to connect to the internet, it might break down in the middle of communication and it might be expensive.

The internet does not mean the end of the blackboard, whiteboard, the course book, the tape-recorder or the OHP; but it does provide tremendous opportunities, stimuli and resources for not only teachers but also students. Since the internet offers all types of topics, varied sources in all aspects for language learning and teaching.

## **Multiple Choice of Fill In Exercises**

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Role of Internet in English Learning and Teaching

The multiple-choice or fill-in program exercise with a cassette recorder or the latest multimedia containing a recorder can be used for developing listening comprehension. In addition to the normal feedback given after a wrong answer, the computer also lets the learner to hear the relevant part of the tape again. Another simple technique is to use a tape with a test-reconstruction program which enables learners to reconstruct a summary of a recorded anecdote on screen with the help of the tape. Such audio files can be listened to a number of times unless and until one has fully comprehended the file. Some grammar activities that can be done on the computer might be: matching, multiple choice, fill in the gaps or complete the following (Blackie: 1999; Sperling: 1998).

## Conclusion

This paper brings out the internet being the most available, flexible, practical way and a treasure of vast knowledge, can be utilized for the purpose of developing good communication skills. The internet application can be better utilized in sharing real life experiences and situations within a healthy learning environment. It is advisable to take internet and use of technology as an aid for language learning as it allows a great number of opportunities in the target language

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## Rectifying Learners' Problems through Teaching

S. Manju, I M.A. English

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### Abstract

Language plays an essential role in understanding ourselves and our society. It plays a unique role in capturing human thought and endeavour. Teaching techniques can bring the learners come out from their problems. These help the learners to come out from their problems in learning. They can easily develop ideas of learning through good teaching. This paper deals with rectifying the problems of learners in English.

### Keywords:

Language, Problems, Ideas, Methods, Development

### Introduction

There are two types of Aims of teaching English. They are

- (i) Language development
- (ii) Literary development

The main aim of teaching English is to create a taste and knowledge of language. There is a necessity to teach and learn English through the various techniques and methods. Nowadays learners don't pay more attention in learning especially through teaching. Teaching can develop learning skills of the learners and this is essential to teach the learners.

### Review of Literature

Learning is the modification in behaviours to meet environment requirements (Gates). Learning is the acquisition of habits, knowledge and attitudes.

### Research Question

The following research question were framed to focus attention on the topic.

1. What is teaching?
2. How teaching helps the learners in learning?
3. Does the learner get an effective learning through teaching?
4. What makes good learning?
5. What are the problems of the learners in learning?

### Hypotheses

The following are the hypotheses of the study

1. Teaching helps learners to develop their learning.
2. Language is an important aspect of learners' in learning.
3. Language development can inspire and motivate the learners in their learning skill through effective teaching.

## Discussion

Teaching is an interaction between teacher and students. It is an art of giving knowledge to students in an effective way. The effective teaching encourages the students to learn more and more and it helps the student to adjust himself in society and environment. The main goal of effective teaching is to change the behavior and problem of learners in learning such as in writing and reading that can be take place in both formal and informal contexts. Teaching is a task of showing correct path to the learners so that they become successful in their life. Teaching identifies the problems in writing and reading in English.

The essential of teaching is to identify the slow learners, problems in learning and then individual attention can be given based on various techniques and methods of learning. We can identify the problems of learners while they learn through collaborative leaning. The learners measure their success through how they overcome the problems. The impact of knowing is to enrich their learning through the essentials of teaching. The Reading should be maintained even as we focus on writing.

The reading can be of two types:

1. Oral Reading
2. Silent Reading

Before getting into reading and writing, the listening and speaking should be taught first.

Language should be taught first and then translation may be offered as a separate skill. For example:

- Begin with sentence, not words and sequence them.
- While the teacher teaching the new sounds, the teacher need not write the words on the blackboard. The learners should focus on pronunciation not on spelling. This is a frequent problem learners face in learning the language.

A good learning has good pronunciation without spelling. Learners' mind should be engaged in thinking. Then the outcome will be good, and their learning skill can be developed better. Teaching directs the development of learners. Learners must acquire their problems through good teaching.

## Creative Writing

Creative writing experiments with the language, It also helps learners view language as a tool. Creative writing is usually motivating for students to overcome their problems in learning. It improves the learning through the writing practices and also focuses on enriching the language. Finally it transforms into a learner-centred learning method .

## Summation

The necessity of teaching develops the learning problem. Learners can also develop their writing-thinking ability. They can develop their own process of language learning through essential teaching method. Learner-centred environment can be maintained through this. They can get rid of their language problem in learning through good pronunciation, without spelling mistakes, etc. Learners undergo many good things through teaching.

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## **Improving Reading Skills Enhances the Self-Esteem of the Low-Proficiency Learners at the Tertiary Level in the Rural Colleges of Tamil Nadu**

**S. Raja and Dr. K. S, Antonysamy**

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### **Abstract**

The reading skill rests on the quality of comprehension which is the result of listening skill that manifests itself in the conversation. The training in reading improves one's image as it reveals the caliber of the individual in the language because, it comprises of grouping of words, articulation, pronunciation, intonation, word stress, understanding the phrasal verbs, idioms, etc. that needs listening and comprehension. The hearers raise their brow if they come across an individual with greater reading competency resulting in the better self-image of the person and boosts up the self-image. As the youngsters in the rural colleges have inadequate ambience for them to have a suitable exposure to listening to standard English being spoken by their peers, the conscious and assiduous training in reading as a result of listening will enable them to move up in the ladder of success. This article envisages delineating the vitality of training in reading skill in making the students from the rural colleges come out of their inhibitions and perform better in their academics and career.

**Keywords:** reading, listening, speaking, self-esteem, self-image, meaning-guess, vocabulary building

### **Introduction**

English has become the lingua franca of the world and has made a permanent berth in Indian soil. English, the colonizer's language, after having become the linking language of the world, made the colonized nations to make English as the medium of instruction in every level of administration including education and India is no exception to this phenomenon. The globalization has made English as the language of commerce, technology, media, education, etc.

English has become the communicative language of the world. It is considered as the intercultural communicative medium. The people world over who speak different languages, belong to different nationalities and follow varied cultures, have realized the need for a common language and have chosen English as their common language of communication. In fact, the colonized countries of the British were driven to choose English as their common Communicative language. English will be a language used mainly in multicultural contexts as a

second language and for communication between the non-native speakers (Priya 2017: 69). Thus, English has shifted its position from being just a native and a second language or foreign language to the status of a universal language meant for communicating and exchange of ideas.

Cheschire further confirms by saying: “The role of English has not been replaced and it has not succeeded in driving out any of the indigenous languages of India. In fact, in its long sojourn in India of over 300 years, it has been enriched by the Indian languages, and has enriched them in return” (300). The indisputability of its effect in all areas of administration, education, communication, governance, etc. makes it necessary to be a person of substance in our land. Its influence is felt in the way the common official communications are done in our land by the Government filtering down to various public and private sectors in our land. It has infiltrated into our psyche to the extent that a person is considered illiterate if he or she does not possess the adequate communicative skill in English.

### **Hypothesis**

The training in “reading” in English among the low-proficiency students in the rural colleges improves their language absorbing ability enhances their self-image and enables them to have a self-esteem.

### **Objectives**

01. To teach them to group the words to make meaning.
02. To instruct them and show them the phrasal verbs
03. To teach them the pronunciation of the difficult words and their synonyms
04. To train them in the intonation and word stress
05. To be assessed by their peers

### **Importance of Proficiency in Reading**

Evans says that the school-university transition can be a daunting and perplexing experience for any undergraduate student, but it is more so for the ESL and EFL students who enter the colleges with a lot of dreams from the rural schools only to find everything in the language that dreaded most in their schooling. This situation has to be confronted by any rural student who enters the campus with high dreams (2011: 395).

Reading is a skill through which an individual can manifest his or her caliber to the hearers. A good reading in English is a confirmation of the fact that the individual has a good comprehending power and has a good listening ear resulting in a good delivery.

In order that L1 brain attains the acquisition and comprehension of the patterns of L2 readers may require direct instruction in English-to-sound conversion, onsets and rimes, an ample practice with easy readings and steadily increasing vocabulary to build up their facility with English reading strategies (Birch 2008: 168) Birch continues to say: “The proficient reader has an expert decision-making and problem-solving mind that uses extensive knowledge of language and the world, effective cognitive comprehension strategies, and quick automatic low-

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Improving Reading Skills Enhances the Self-Esteem of the Low-Proficiency Learners at the Tertiary Level in the Rural Colleges of Tamil Nadu

level processing strategies to interact with the text efficiently” (167). So, it confirms the fact that the reading is itself a skill that needs proficiency in order to attain syntactic and semantic comprehension.

In Chinese universities an English for Academic Purposes (EAP) reading course is stipulated in the syllabus for when the undergraduates finish foundation stage study after the second year. The problem is that the course is not given due attention and is neglected in many universities and institutions by university authorities, teachers and students. (Weir 2000: 2)

In China, before 1985, the required speed of reading in English for Chinese university students was 17 wpm. The Ministry of Higher Education conducted a survey and showed that only one third of university graduates acquired this ‘reading ability’. In 1985, the National College English Teaching Syllabus (NCETS) was introduced by the State Education Commission. In this syllabus, the English course, which is compulsory for all university students across the country, is divided into six bands. All the students must meet the requirements of Band 4, which include a reading speed of 50 wpm for careful reading and 80 wpm for quick reading with 70% comprehension. The requirements of Band 6 are aimed at students who have successfully completed Band 4 study, the target reading speed being 70 wpm for careful reading and 120 wpm for quick reading with 70% comprehension. Band 4 and 6 together constitute the basic grounding stage of the College English Course. This course focuses primarily on the development of students’ linguistic competence with only limited attention being paid to the development of language skills and strategies (Weir 2000: 1).

The world is aware of the economic revolution in China. The rapid economic growth of China made the entire world to admire and to learn from their policies. The economic growth is the resultant of the changes that were brought about in the field of education as the aforementioned educational change in China indicates. The achievement of China should pave the way for India which has a undisputed history of having a solid educational system.

All the models of reading that have been looked at so far have been designed with careful reading in mind. The intended comprehension is to extract complete meanings from presented material as opposed to comprehension aimed at only extracting main ideas, skimming, or searching for particular details. In fact, many of the models of reading that have surfaced in the literature to date have been mainly concerned with careful reading (Urquhart 1998: 477).

### **Place, Procedure and Outcome of Research**

The findings are based on a study trip to Don Bosco Colleges of Arts and Science at Dharmapuri, Karaikal, Keela Eral, Yellagiri, Auxilium College at Rangunathapuram and St Alphonsa College at Karungal, Marthandam. The following questions were posed to 250 B.A. (English) students in the above-mentioned colleges:

S.NO.	QUESTION	RATING
01.	Do you feel confident to speak in English and find a career for yourself?	92% - No 8% - Yes
02.	Does your college provide you with good ambiance and opportunities to better your communicative skills in English?	100 % Yes
03.	Does your syllabus enable you to improve your communicative skills in English?	100 % No
04.	What are your suggestions to improve in English?	<ul style="list-style-type: none"> <li>English has to be insisted within the campus and sanctions have to be given to the violators</li> </ul>
05.	Do your staff members teach English as they take classes?	100% No
06.	The staff were asked: Do you teach English language to the students as you take class?	90% Yes 10% try our best but no time.
07.	Do the students show receptivity in learning English?	100% No

The responses from the students at the tertiary level were surprising because, despite the fact that the Colleges were providing good facilities and opportunities to learn English, they do not possess adequate skill to express or communicate in English. They were unanimous in their response that the curriculum and the assessment pattern do not help them in their learning or bettering of their language. There was no contrary opinion in requesting their respective Colleges to make them speak English in the campus and give sanction to the violators. The final response indicates the fact that they are aware of the dire need to improve but they do not know the way to improve in their skills. Invariably, those who felt rather confident in facing the corporate world were from English Medium Schools which was negligible compared to the majority from the Government schools who lacked adequate communicative skills in English.

Another phenomenon to be noted is the dialectic between the opinions of the staff and the students. The students are unilateral in saying that the staff are not teaching them the language in the class and the contrary opinion is expressed by the students. The staff also say that the students manifest hesitation and inhibition to learn the language. This opposing opinion could be a good topic of research and discussion.

In order to find out the right methodology to bridge the gap, i.e., to make the students to learn the language in the class, the students of second year B.A. (English) consisting of 17 of Don Bosco College of Arts and Science, Karaikal was chosen. The students were divided into three categories: Below Average (Low-Proficiency), Average and Above Average. There were five students who came under below average category, eight were average students and four were above average students. They were given a passage from *Impressions III* (textbook for University of Pondicherry) and they were made to read the lesson “A Day’s Wait” by Ernest Hemingway. The students who belonged to average and above average category were able to read well and grasp the content rather well.

The below average students were separated from the class and were given the special training in the reading. First, they were made to get the correct sounds for ‘s’, ‘l’, ‘w’, ‘sh’, etc. They were also made to group the words together and the pronunciations of the difficult words were taught as it is given below:

WORD	PRONUNCIATION	MEANING	SYNONYMS	ANTONYMS
Miserable	'mɪz(ə)rəb(ə)l	Unhappy depressed	Gloomy, pathetic, sad, tragic, wretched	Cheerful, happy, good, joyful, elated
Forehead	'fɒrɪd/ /'fɔ:(r),hed	the part of the face above the eyebrows.		
Flush	flʌʃ	(of a person’s skin, face, etc.) become red and hot, typically as the result of illness or strong emotion	Even, smooth, level	Broken, uneven, irregular

The word stress for the following sentences was taught to the students. There were told to give stress to the words that are important in a sentence while reading. They were given the practice to stress the underlined words.

01. He <u>came</u> into the room / to shut the <u>windows</u> / while we were / <u>still in bed</u> / and / <u>I saw</u> / he <u>looked ill</u> /.
02. But / when <u>I came downstairs</u> / he was <u>dressed</u> / <u>sitting by the fire</u> / looking <u>very sick</u> / and <u>miserable</u> /...
03. He seemed to <u>know</u> / <u>all about influenza</u> / and said / there was <u>nothing</u> / <u>to worry about</u> / if the <u>fever</u> / did not / go <u>above</u> / <u>one hundred and four degrees</u> /.
04. I though / perhaps / he was / a <u>little light-headed</u> / and / after <u>giving him</u> / the <u>prescribed</u> capsules / at <u>eleven o’ clock</u> / I went out / for a while./

The below average students were brought in front of the other students who came under average and above average category and make to read the same lesson. The others found that these students performed better, and they received appreciation from the others and this appreciation brought in satisfaction and the entire group witnessed the growth of the students. From then on, we found a remarkable difference in their reading and their attention in the class and over-all performance improved. In this way, we found that the students with low English proficiency showed a remarkable improvement and they felt good about themselves and created a better image of themselves in front of the class.

## Conclusion

English has come to stay in our land and that is going to influence the course of history and the future of our youngsters due to globalization. Inadequacy in English proficiency is going to leave them in the lurch and will stand as a hurdle for their growth in their career. The school Education does not provide them with sufficient exposure to learn as the entire system is towards the academic results. An attempt to find a way to make these students in the tertiary level to gain confidence in learning English resulting in the better image of themselves is proved in this article. If this is achieved, then the purpose of the article has achieved its purpose. May this pave a way forward for the students with low English proficiency in the tertiary level for a better tomorrow which will help the Nation to grow.

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