SRM VALLIAMMAI ENGINEERING COLLEGE

(A Member of SRM Group of Institutions)
Approved by AICTE, Accredited by NBA, NAAC 'A' Grade, ISO Certified and
Affiliated to Anna University
S.R.M. Nagar, Kattankulathur-603 203

Department of English

Editors
Prof N.Lakshmana Perumal,
Sheeba Manodh and M.Chithra

Select Papers of the National Conference on *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*

• Greetings from

Dr. T.R. Paarivendar
Founder, SRM Institute of Science and Technology

Thiru. P. Ravi Pachamoothoo
Chairman, SRM Group of Institutions

Dr. P. Sathyanarayanan
President, SRM Institute of Science and Technology

Organizing Chairs:
Dr. T.P. Ganesan
Director, VEC & Pro-VC (P&D), SRM Institute of Science and Technology

Dr. B. Chidambararajan
Principal, SRM Valliammai Engineering College

Dr. M. Murugan
Vice Principal, SRM Valliammai Engineering College

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra, Editors. Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms   i

Prof. N. Lakshmana Perumal
Head, Department of English, SRM Valliammai Engineering College

Editor's Note:
Prof. N. Lakshmana Perumal,
Sheeba Manodh and M. Chithra

Select Papers

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra, Editors. Effective Strategies, Innovative Methods &
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms   **ii**

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra, Editors. Effective Strategies, Innovative Methods &
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms   iii

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra, Editors. Effective Strategies, Innovative Methods &
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms   **iv**

SRM VALLIAMMAI ENGINEERING COLLEGE

(A Member of SRM Group of Institutions)
Approved by AICTE, Accredited by NBA, NAAC 'A' Grade, ISO Certified and
Affiliated to Anna University
S.R.M. Nagar, Kattankulathur-603 203

Department of English

Patrons
Dr. T.R. Paarivendar
Founder, SRM Institute of Science and Technology

Thiru. P. Ravi Pachamoothoo
Chairman, SRM Group of Institutions

Dr. P. Sathyanarayanan
President, SRM Institute of Science and Technology

Organizing Chairs:
Dr. T.P. Ganesan
Director, VEC & Pro-VC (P&D), SRM Institute of Science and Technology

Dr. B. Chidambararajan
Principal, SRM Valliammai Engineering College

Dr. M. Murugan
Vice Principal, SRM Valliammai Engineering College

Convener
Prof. N. Lakshmana Perumal
Professor and Head / English

Co - Convener
M. Chithra
Assistant Professor / English

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*　　**v**

Organizing Secretary - Ms V. Jayanthi AP / English

Treasurer - Ms M. Arthi AP / English

Organizing Members
Ms. Sheeba Manodh, AP / English - Ms. R. Geetha, AP / English
Ms. M.S. Shyamala, AP / English
Mr. Abhishek David John, AP / English
Ms. S. Shyamala, AP / English

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms* **vi**

Dr. T. R. Paarivendhar

Founder Chairman & Chancellor, SRMIST

MESSAGE

I am delighted to note that the Department of English of SRM Valliammai Engineering College is organizing a 'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms' on 23.02.2019. I am sure that the Conference will provide a unique platform for the Researchers and Students for fruitful deliberations and exchange of ideas in the field of English Language Teaching.

Such programmes in general help the Researchers and Faculties to know about the emerging trends in the field. I also take immense pleasure in appreciating the HoD and Staff who have put in stupendous efforts to establish a creditable environment to showcase the nuances and new techniques to be adopted in ELT.

Dr. T. R. Paarivendhar

===
Language in India www.languageinindia.com ISSN 1930-2940 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*   vii

Thiru. Ravi Pachamoothoo

Chairman, SRM Group of Institutions

MESSAGE

Conference is a collection of deep and aspiring thoughts of the learned and the experienced. Every creative aspect of exposure to learning focuses on the profound analysis of growth in the utility of language.

I am delighted to know that the Department of English of SRM Valliammai Engineering College is organizing a 'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms' on 23.02.2019. I extend my wishes to the organizing teams, participants and the Faculty members of the department to cherish every moment of the Conference to the ultimate. I hope that the Department will arrange more such events in future and I wish them good luck in all such endeavours.

Thiru. Ravi Pachamoothoo

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms* **viii**

Dr. P. Sathyanarayanan

President, SRM Institute of Science & Technology

<div align="center">

MESSAGE

</div>

It is my pleasure to note that the **'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms'** on 23.02.2019 is being hosted by the Department of English of SRM Valliammai Engineering College, Kattankulathur.

The Conference is expected to be attended by the Faculty members in and out Tamil Nadu. I hope that all of them will have a day of mutually beneficial discussions and interactions. The proposed Conference has already initiated a spirit of teamwork. I hope this Conference will be an amazing platform for exhibiting the ingenuity in the field of ELT.

I take this opportunity to render my best wishes to all connected with this Conference and wish them success in all their similar endeavours.

Dr. P. Sathyanarayanan

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms* ix

Dr. T. P. Ganesan

Director, VEC & Pro-VC (P&D), SRMIST

MESSAGE

I am extremely happy to note that the Department of English is organizing a **'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms'** on 23.02.2019. A Conference is an event which brings out inbuilt talents which are essentially required in this competitive world. I am sure that this Conference will supplement the knowledge thrust areas for R & D in the modern era and will provide a platform for the fruitful interactions amongst them.

I extend my warm and sincere greetings to the HoD and the Faculties of the Department of English. I hope that the sharing of ideas and innovations will be very useful to the participants.

I wish the Conference a grand success.

Dr. T. P. Ganesan

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms* **x**

Dr. B. Chidhambararajan

Principal, SRM Valliammai Engineering College

MESSAGE

I am glad to know that the Department of English is organizing a **'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms'** on 23.02.2019, which would be yet another initiative taken to be competent and highly responsive to changes and be aware of what is happening around. I am sure that this event will provide a great opportunity for the Faculties and students to get an exposure to the latest developments in the field of English Language Teaching and Learning.

I appreciate the HoD and the Faculties of the Department for the efforts they put in prior to and during the Conference. I thank all those who helped in making this event a grand success.

Dr. B. Chidhambararajan

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms* **xi**

Dr. M. Murugan

Vice Principal, SRM Valliammai Engineering College

MESSAGE

Advances in the field of English Language Teaching and Learning have been of prime importance and also have revolutionized the country's growth in the last few centuries. In this context, it is inspiring to note that the Department of English is organizing a **'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms'** on 23.02.2019, I congratulate the excellent efforts put in by the Organizing Team Members.

I encourage all participants, researchers, staff and students to take full advantage of the presentations and talks during the Conference. I hope that the Conference will be valuable to all the participants from various Institutions across the country.

I once again applaud the organizers with best wishes for the grand success of the event and also thank the Management, Principal, HODs, Staff and Students involved.

Dr. M. Murugan

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*   **xii**

Prof. N. Lakshmana Perumal

Head, Department of English, SRM Valliammai Engineering College

MESSAGE

Warm and happy greetings to all. I am immensely happy that the Department of English is conducting a 'National Conference on the Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogeneous Classrooms' on 23.02.2019.

Under the able guidance of our Principal and Vice Principal, SRM VEC continues to march on the way of success with confidence. The sharp, clear sighted vision and precise decision-making powers of our Management has benefited our college to be competitive.

I am sure that this Conference is going to impart the booming technologies, trends and the emerging system in the field of Language Teaching. I have no doubt that this Conference will act as a catalyst to simulate the young minds of our students by exchanging their ideas and thoughts.

I also congratulate Staff members from our college and other colleges for their efforts in organizing and participating in this Discussion forum and wish the Conference all success.

I congratulate our Staff for organizing this Conference and thank all the participants who would involve themselves in the discussion forum.

I wish the Conference a grand success.

Prof. N. Lakshmana Perumal

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms* **xiii**

Editors' Note

The National Conference conducted by the Department of English focused on the following essential topics relating to teaching of English in Indian contexts:

1. Effective Strategies

2. Innovative Methods

3. Integrated Pedagogical Approaches to Learning and Teaching English in

4. Heterogenous Classrooms

Heterogeneous classrooms may be considered as the normal classroom in Indian contexts. Students come from a variety of cultural and ethnic contexts. In addition, there is large number of first-generation learners in colleges. Heterogeneity may sound more like an inconvenience or disadvantage, but, in reality, it provides great a great challenge and opportunity to test our knowledge, strategies and methods, even as it provides with great skills of perseverance and positive personality. It is our belief that in a few decades, the group of first-generation learners will dwindle radically, if not totally disappear. And yet heterogeneity will continue in several other forms.

So, conferences and seminars, such as the one SRM Valliammai College of Engineering Department of English conducted, will continue to be very relevant. Such conferences and seminars will offer opportunities to exchange our experience, knowledge and tools.

We, at the Department of English, SRM Valliammai College of Engineering, are grateful to our Patrons, Senior Officials of SRM and the Principal of our College for their encouragement and help. We are also grateful to our co-workers both in Administration and in various Faculties for their support and help in conducting the National Conference. Our own English Department Faculty and students contributed a lot for the success of the National Conference.

Our grateful thanks are due to all the participants and paper presenters. We hope to organize several application-oriented conferences, seminars and group discussions during the years to come, and publish the papers, etc. through leading journals approved by the UGC such as Language in India www.languageinindia.com

Prof. N. Lakshmana Perumal,

Sheeba Manodh and M. Chithra

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*   **xiv**

Presentation Skills for Engineers

Abhishek David John
Assistant Professor, English Department
Valliammai Engineering College, Tamil Nadu, India

Soundiraraj, S.
Associate Professor, Department of English,
College of Engineering Guindy, Anna University, Tamil Nadu, India
==

Abstract

In today's cutthroat competition in the job market, proving one's competency is essential and transferable skills fall under this category. Transferable skills are the most desired in an Engineering graduate. An entity of this unique skill set, public speaking skills is considered the most valuable because effective communication is an asset to cherish. Enhancement of speaking skills or presentation skills can be achieved through time, perseverance and practice. Upon gaining expertise one could speak efficiently addressing an array of scenarios portraying heterogeneity.

Keywords: Transferable Skills, Engineer, Public Speaking, Practice.

Introduction

Students are very often anxious about public speaking because of the fear of being judged for being laughed at for any mistakes they would commit if at all. They begin to experience anxiety at the very first sight of a crowd waiting to listen to them. This is a very natural response and also signifies the alertness of the brain. Exceptional speakers also experience nervousness and inhibitions at the prospect of speaking. Any simple conversation, whether formal or informal, employs at least three different techniques: intonation, modulation and body language (non-verbal communication).

Being an engineer, several situations may arise during student life as well as a professional where it is necessary to demonstrate prowess in communication and presentation. The paper throws light on several important aspects of presentation skills. With the appropriate amount of practice, presenting in front of an audience can be mastered.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
Abhishek David John and Soundiraraj, S.
Presentation Skills for Engineers   1

Important Aspects of Presentations

Certain attributes of human voices may sound pleasing to a few and not very appealing to some. A harsh tone reflects an agitated and aggressive state of mind while a very soft and feeble voice which may be soothing to the ears causes the listeners to concentrate too hard in order to catch the words being spoken rather than understanding the true essence of what is being spoken.

The tone of our voice can convey a million meanings. A simple 'thank you' can sound grateful and appreciative of someone who has undergone troubles on your behalf. But it can also prove to be a sarcastic comment suggesting a feeling of ungratefulness. These diverse emotions could be conveyed with clarity through proper modulation of tone.

The next important aspect, non-verbal communication (NVC) has been deemed as both 'important' and 'dangerous' as it can easily give away cues that we rather wish to keep to our selves. NVC can effortlessly contradict the words and facts that we are putting across. Gestures, postures, walk, talk, maintaining eye contact, facial expressions are few aspects that come under this moiety.

Above all this, choosing the most apt and accurate words that reflect upon our idea out of the ocean of English words, is a herculean task. This intricate task entirely depends upon the meaning we want to deliver with its authentic zest and aroma untarnished to the audience at the receiving end. In a nut shell, the choice of words will determine the speaker's ability to influence an audience.

The choice of words is double conditioned by the recipient or audience and the state of affairs that we find ourselves in. Talking to a friend can be informal with not much emphasis on the words, while on the other hand, talking to a prospective employer during an interview requires a careful selection of words and formal nature of speech.

Scenarios that involve Presentation skills

For an engineer, several circumstances may arise that requires him/her to demonstrate their presentation skills. Listed below are a few scenarios where one has to exhibit presentation skills.

- **Day-to-day classroom activities:** Language classes comprise of various activities where one may be asked to express his/her opinion in the form of a solo speech or a debate. Both these activities require proper practice and different strategies. A narration or speech may require the speaker to be very informative about the topic with a mild and moderate tone. In a debate, however, the speaker has to possess an assertive tone and the arguments made should be counteractive in nature.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Abhishek David John and Soundiraraj, S.
Presentation Skills for Engineers 2

- **Personal interviews:** Confidence is key in personal interviews. The ability to convey an idea or thought coherently, fluency in English with clarity in speech are also some of the components that a recruiter will be looking for in a prospective candidate. Entities of non-verbal communication (NVC) such as posture, gestures, eye contact etc will also be judged.

- **Telephonic interviews:** A recruiter may be able to analyze the abilities of a candidate through a telephonic conversation. We are aware that people tend to speak loudly when they are annoyed and irritated, rapidly when they are agitated and slowly with a slight stammer when they are unsure about conveying an idea.

- **Group Discussions (GD):** Several skills of the candidate such as communication, NVC, listening, speaking, leadership, decision-making, reasoning, analysis, problem-solving, critical thinking, attitude and confidence are put to test at a group discussion. Appropriate exhibition of all these skills will help to ace a GD.

- **Paper/ Poster/Model presentations:** One of the most commonly occurring events in the itineraries of college events, this category requires the speaker to be clear and crisp in his/her communication within the stipulated time. Selecting the apt points such as the striking features of the prototype for explanation will seek attention from the judges. Maintaining eye contact with the judges and the audience in addition to expressing eagerness to clarify doubts at the end of the session is also needed.

Conclusion

With the ever rising demand of being recruited in a reputed company increasing exponentially day by day, possessing a good level of communication skills has become extremely crucial especially for engineers. The ability to communicate clearly, concisely and convincingly is a major asset in today's professional scenario. The paper also highlights the importance of enhancing one's ability to communicate and present in front of an audience, especially for an engineer. But this skill cannot be mastered within a day's time. Persistent practice and perseverance will help greatly to achieve this tough feat. The various sub-skills that are involved intricately with presentations should also be taken into consideration and be addressed appropriately. Additionally, the tutor or teaching faculty in charge should provide adequate assistance to the students in identifying the areas that require further improvement and also provide proper timely feedback to attain success.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
Abhishek David John and Soundiraraj, S.
Presentation Skills for Engineers 3

References

1. Cottrell, S. The Study Skills Handbook (Basingstoke: Palgrave Macmillan, 2nd edition 2003.
2. Cottrell, S. Skills for Success: The personal Development Planning Handbook (Basingstoke: Palgrave Macmillan, 2003.
3. Van Emden, J. and Becker, L. Effective communication for Science and Technology (Basingstoke: Palgrave Macmillan, 2001.

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Abhishek David John and Soundiraraj, S.
Presentation Skills for Engineers   **4**

Verbal Communication Skills for Placement

Agatha Hepsi. E.
Research Scholar, Department of English
College of Engineering Guindy, Anna University, Chennai

Abhishek David John
Assistant Professor, Department of English
Valliammai Engineering College, Kattankulathur

M. Arthi
Assistant Professor, Department of English
Valliammai Engineering College, Kattankulathur

==

Abstract

Organisations all over are in complete agreement with one very much essential quality for their successful employees and that is good verbal communication skills. A job seeker'scommunication skills are observed and evaluated right from the time of submission of application to the last round known as personal interview. A personality assessment or personal interview round is the final round of interview in the selection process of recruitment. The paper emphasizes specifically on the importance of good verbal communication in personal interview round and tricks to crack it with ease.

Keywords: verbal communication, personality assessment, selection process

Introduction

Selection process refers to choosing the right candidates from pool of applicants. Selection is significant as it has its impact on employee's performance and employer's cost. It is generally done by trained HR professionals often in consultation with line managers.

Employment interview is a formal, in depth conversation conducted to evaluate the applicant's acceptability. Employment interview can be structured, unstructured, mixed, behavioural or stress or all the above. Based on number of interviewers, the interview types can be one to one, panel or sequential. It is considered an excellent selection device and has been in existence for many centuries. Its popularity stems from flexibility feature it possesses. It allows

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Agatha Hepsi. E., Abhishek David John and M. Arthi
Verbal Communication Skills for Placement   5

two way exchange of information, the interviewer learns about the applicant and the applicant learns about the employer.

Why Personal interview round

A detailed analysis of the candidate's attitude and aptitude is possible only in the personal interview with the words one expresses.This round assesses if the job seeker's values, ethos and attitude, verbally expressed are in match with organisation's values, ethos and vision.This step is important as the candidate has to be in sync with organisation's vision and atmosphere, if failed to match, can bring loss to both individual and organisation. Though 30% impression is made through one's body language in this round, the rest remains with good verbal communication and the impression it makes on the recruiter.

Importance of Verbal communication

Why much of importance is given to verbal communication in an organisation, must be a question on everyone's mind. Justification to the question - Communication has four major functions within an organisationlike control, motivation, emotional expression and information. These functions precisely help us understand the importance of good verbal communication skills which plays a critical role both in employee's performance and its effects on organization's performance as a whole.

An organisation when compared to a machine which has different components similar to different departments in an organisation, the fuel on which machine runs effectively is good communication. It is clear that coordination and effectiveness of an organisation depends upon it's employee's communication abilities.

Role of Verbal Communication in Selection Process

Effective communication ensures efficiency in performance. To lead a team or to be a team player, one is expected to have good verbal communication to take quick decisions, without wasting one's time and energy. A team's coordination is important for a successful organisation, communication acts as an adhesive in a team.

Tricks to Crack an Interview

One common piece of advice to candidates is to take control of the interview.There are chances that interviewers may have unconscious biases on a candidate, rather than testing their actual skills. It's a candidate'sability to make sure this doesn't happen by following the below mentioned tricks:

- **Prepare–How and What?**

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Agatha Hepsi. E., Abhishek David John and M. Arthi
Verbal Communication Skills for Placement   6

Most applicants know they have an interview, but not many take it seriously with their preparations. Candidate should invest time and energy, if at all one desires to crack the interview. Candidates are expected to do a bit of research about the company, it's management, it's business and other relevant things about the company and one's job role. It's always good to know how the job will help you in your career aspirations.

- **Chalk Down a Strategy**

Prepare yourself for an opening statement that will impress the recruiter and practice few strong statements that will showcase one's personality and will convince the recruiter that you are the perfect recruit. Whenever possible use one of your work experiences or if a fresher use your personal experience in institutional setting during your personal interview. Example - For a fresher, if asked a question on your problem solving skills, start off your experience of being a class representative and how you had solved a confusion among your classmates that prevailed during your college cultural event.

- **Emphasize on Your Potential and Strengths**

There can be no perfect candidate who will best fit all the jobskills of an employer. Instead of worrying on your weaknesses, focus on your strengths.If a candidate has relevant achievements which are in connection with his job role, please go ahead and mention them, wherever possible.

- **Ace the First 30 Seconds**

First impression matters a lot. Opinions about a candidate are formed within 30 seconds of the interview. How one speaks, entry into the room, greeting the recruiter and your calm look are important. Candidates who are good in interviews speak clearly but slowly with the right tone and volume and walk with confidence. One can practice the appropriate body language and clarity in their speech that is expected, many a times. Remember your verbal communication is given the maximum weightage.

- **Anticipate Tough Questions**

Generally, a version is seen among candidates to questions about their history of arrears, break in their career or education. Advice from expert's side is not to panic. Prepare answers such as, "I thought it would be better to work to gain experience, rather to continue my course". The key trick is not to put yourself into a tough situation that you cannot give a revalent answer for such questions during your interview. Try to portray a positive image while answering such questions; this might boost your scores for tackling situations under pressure.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Agatha Hepsi. E., Abhishek David John and M. Arthi
Verbal Communication Skills for Placement   7

- **Be Flexible in the Room**

A good candidate knows how to tackle any kind of situations with one's presence of mind, expressed through his answers. Accommodating to any circumstances is the key quality which will project a candidate as a very flexible personality.

When Interviews Do Not Go in the Right Direction

At times a candidate might not know the right answer for a couple of questions or will be unable to answer with accuracy. Be smart to tackle the situation by being humble enough to tell, "Sorry, I'm not sure about the answer, can you please help me with it". This might fetch you high scores.

Once your interviewer finishes the interview, do question him on your performance and ways in which you can improve your performance. This humbleness can fetch you a positive result.

Conclusion

Verbal communication thus, helps understand people better, removing misunderstanding and creating clarity of thoughts and expression in an organisation. Although technology developments have resulted in telephonic interview, video conferencing etc., personal interview is the final round which decides a candidate's selection into the organisationwith good verbal communication skills. With it's few shortcomings like biases, still employment interview remains one of the best selection devices.

===

References

1. K Ashwathappa, selecting human resources, Human resources management, 6th edition, 2012, pg196-202
2. Robbins, Vohra, Judge, Functions of communication, communication process, Organisation Behaviour, 14th edition, pg330- 342
3. John Baldani, Five ways to sharpen your communication skills, Harvard Business Review, April 2009

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Agatha Hepsi. E., Abhishek David John and M. Arthi
Verbal Communication Skills for Placement   8

Flipped Learning through Mobile Phones in ESL Classrooms

Akshaya, R., M.Phil. Scholar
Dr MGR Educational and Research Institute
(Deemed to be University with Graded Autonomy)
Chennai – 60095
akshyaramesh7@gmail.com

==

Abstract

Mobile phones have become powerful learning tools and resources in ESL classrooms across the world. They offer students access to apps that help them complete and stay updated with their class work. These tools can also teach students to develop better study habits like time management and organization skills. This paper discusses about the flipped learning in the classroom which brings students' participation in learning inside and outside the class. Students read the texts or watch video clippings on the mobile screen and enrich their knowledge. Then the students have lively discussions in the classroom to share their knowledge with their peers, with teacher as monitor, making classroom learning peer learning.

Keywords: mobile phone, flip learning, video clippings, peer learning

Introduction

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Mobile learning which is considered as 'New Learning' has good many advantages in the field of education that it assists teaching and learning by its ability to promote substantial learning procedures and teaching approaches (Valk, et al, 2010). However, the mobile learning instruments are not simple mobile phones. but their advanced versions called smart phones with their novel mobile apps. The flipped classroom is known by various names including the inverted classroom, blended learning and more simply, the flip (Bergmann & Sams, 2013). In this model, the traditional practice of spending class time which was devoted to direct instruction and doing content related activities for homework is "flipped", so that students receive instructional resources at home, and class time is freed up for other instructional activities. Just as students of the 21st century are comfortable with electronic equipment, they also want to learn in social contexts and collaborative activities.

Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Akshaya, R., M.Phil. Scholar
Flipped Learning through Mobile Phones in ESL Classrooms   9

Discussion

What is reading and video clipping in flip learning? Reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill such as complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems (Dennis, 2008). One of the newest trends which are set to assume to have an impact on reading comprehension in language learning is flipped instructional strategy. Reading is basically a physical process of understanding a text with our eyes. However, reading is studied when all mental abilities of concentration, understanding and analysis are involved. Studying involves answering questions, taking notes, writing notes, summarizing, reading the text more than once and thoroughly analyzing the written words. The purpose of reading is to understand the material as effectively as possible, in order to retain the information in our long time memory. When we study, we spend time learning about a particular subject or some other subjects. The habit of reading also helps readers interpret new words and phrases they find in conversation every day. Reading influences our mind. Everything we read should therefore be quality material. Reading improves knowledge and information, entertains us and helps us to spend our free time.

The key to applying the Flipped Model in one's classroom is simple – transfer classroom lectures to videos. Videos should be kept short, under six minutes, so students feel the material is obtainable, even in the second language (L2). At the end of the video, teachers should administer a short quiz, which will check students' comprehension of the content. Flipped classroom model is a new teaching technique that allows students to take the lessons at home by watching their teachers recorded videos. The videos can also be recorded by other experts in the field. Since the lectures are seen outside the classroom, other activities are carried out in the classroom. While the Flipped classroom is a new model, it is rapidly gaining popularity. Students, teachers, parents, schools and colleges are all attracted to it because the method allows teachers and students to discuss and try out things rather than just sitting and listening to the teacher's lectures. The flipped classroom model frees up class time by moving instruction from class to home so that the teacher is able to supervise collaborative learning experiences (Songhao et al., 2011).A typical flipped classroom involves two major components: (1) out-of-class mobile learning, and (2) in-class interactive learning.

Method of Flip Learning through Mobile Phone

The typical burden of lecture and homework is reversed in a flipped classroom. The lectures are given by the teacher himself or another professional in short videos. Before they come to the class, students watch these video lectures at home. Students come to the class ready

Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Akshaya, R., M.Phil. Scholar
Flipped Learning through Mobile Phones in ESL Classrooms   10

to do exercises, work with peers, project and interact with their peers. Traditional classes lack many features flipped classes can offer. Flipped classroom method offers an opportunity to avoid partially some of the common problems of traditional classes such as teachers overusing instructional time, talking too fast, and handwriting being misread. Mainly the most important lack of traditional classes is that they rely so much on teacher talk time and lecture, so that the students even have no chance to speak and interact at all. Simply, in a flipped classroom there is no need for lectures. As flipped learning switches "homework at home" and "lecture in class" to "lecture at home" and "homework in class", the students do not feel alone with the work to be done. They can get help whenever they want. "The class will be suitable for the constructivist approach because the class time is freed from the didactic lecturing of the teacher allowing a huge variety of activities, group work and discussions that provide an interactive environment for the students" [8].
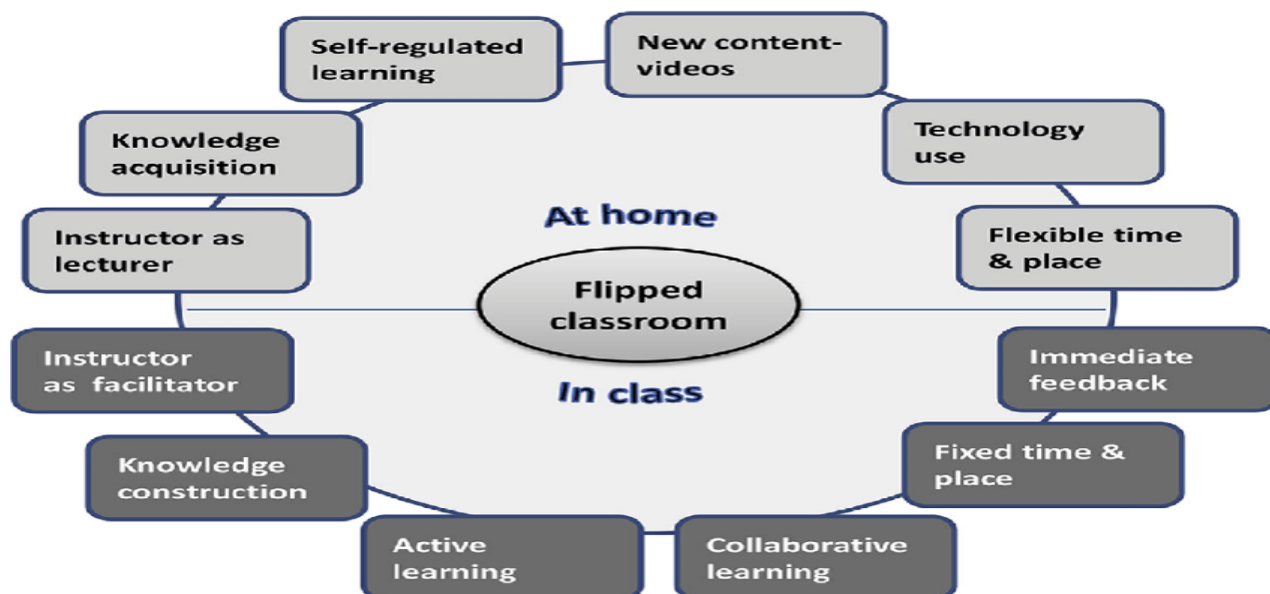
The role of students in lab vs. home work is like the students work at home, at their own pace, and select the instruction that best matches their knowledge and skill level. In contrast, the in- class-learning is not done as chalk and lecture as in traditional teacher centered classes, but in-class-learning happens with all students as active participants of the same activities, within a fixed time. The in-class-activity activity is the scaffolding and the homework is the development and demonstration of learned knowledge and skills.

Conclusion

Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Akshaya, R., M.Phil. Scholar
Flipped Learning through Mobile Phones in ESL Classrooms   11

The flipped classroom is one of the most talked about teaching strategies of the present times. Although it is highly valued, and many institutions are attempting to implement the method, few studies have been conducted to analyze the learning outcomes of flipped classroom. Flipped classroom as a teaching method requires teachers spend more effort on preparing the lesson. The flipped classroom can be successful if the students have the desire to learn on their own initiative. Hence, it is needless to say that the success of a flipped classroom is closely related to students' enthusiasm for learning, and the opportunities that the teachers provide for students, to get engaged in group discussions on contents that are interesting, so as to maintain and nurture the student's learning enthusiasm (Bergmann and Sams [2], and Hau [44]).

References

1. Abaeian, H., & Samadi, L. (2016). The effect of flipped classroom on Iranian EFL learners' L2 reading comprehension: Focusing on different proficiency levels. Journal of Applied Linguistics and Language Research, 3(6), 295-304.

2.Al-Harbi, S., & Alshumaimeri, Y. (2016). The flipped classroom impact in grammar class on EFL Saudi secondary school students' performances and attitudes. English Language Teaching, 9(10), 60-80.

3.Baker, J. W. (2000). The "classroom flip": Using web course management tools to become the guide by the side. 11[th]International Conference on College Teaching and Learning, Jacksonville, Florida, United States.

4.Basal, A. (2015) . The implementation of a flipped classroom in foreign language teaching. Turkish Online Journal of Distance Education, 16(4), 28-37.

5. Chou, K.C., Teaching Effectiveness of Flipped Classroom Combines Mobile Learning. Master's Degree Thesis. Graduate Institute of Educational Information and Measurement, National Taichung University of Education (2013).

6.Hamdan, N., McKnight, P., McKnight, K. and Arfstrom, K., The Flipped Learning Model: a White Paper based on the Literature Review, Flipped Learning Network (2013), 23 June 2016, http://researchnetwork. pearson.com/wpcontent/uploads/WhitePaper_FlippedLearning.pdf.

7. Liu, Y.P., Flipped classroom-an educational reform remedy that is student-centered and enhances employability. Evaluation Bimonthly, 41, 1-10 (2013). 9. Hau, Y.W., A flipped

Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Akshaya, R., M.Phil. Scholar
Flipped Learning through Mobile Phones in ESL Classrooms   12

classroom: the study of students' perspectives. Pulse of Educ., E-magazine, National Academy for Educational Research, 1, 1-19 (2015).

8.Jantakoon, T., & Jantakun, T. (2017).Development of Flipped Classroom Instructional Model by using Webquest Base on Constructivism Theory for Creating Critical Thinking and Problem-Solving Skill, The Turkish Online Journal of Educational Technology, Special Issue for INTE 2017(October), ISSN 1303 – 6521. 870-874.

9.Kong, S. C. (2011). An evaluation study of the use of a cognitive tool in a one-to-one classroom for promoting classroom-based dialogic interaction. Computers and Education,57(3), 1851-1864.

10.Yee, N. (2010). Understanding reading comprehension: multiple and focused strategy interventions for struggling adolescent readers. Material thesis, University of Saskatchewan, Canada.

===

Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Akshaya, R., M.Phil. Scholar
Flipped Learning through Mobile Phones in ESL Classrooms   13

English Speaking Skills Through Learner Centred Classroom – An Insight

Dr. Anu Baisel	**Dr. Christopher**
Senior Assistant Professor	Senior Assistant Professor
SSL, VIT University	SSL, VIT University
Vellore-632014	Vellore-632014
Anu.baisel@gmail.com	

Abstract

The willingness of a teacher to share power inside the classroom can be considered as the first step towards Learner-Centeredness. In a language learning classroom, comprehensible input in the target language is the prime resource a teacher can give to the learners. This can improve their listening skills, but unless an opportunity to communicate is being given to the learner in the classroom, the level of his competency cannot be understood and evaluated. As interaction happens in a classroom, language is learnt most effectively, since language learning happens best in interaction. Also, the most valuable learner data can usually be obtained only after proper relationships have been established between teachers and learners. In a language learning classroom, comprehensible input in the target language is the prime resource a teacher can give to the learners. This can improve their listening skills, but unless an opportunity to communicate is being given to the learner in the classroom, the level of his competency cannot be understood and evaluated. As interaction happens in a classroom, language is learnt most effectively, since language learning happens best in interaction. Also. the most valuable learner data can usually be obtained only after proper relationships have been established between teachers and learners. The role of the instructor is being redefined from givers of information to facilitators of student learning.

Keywords: Literature and language teaching, Workshop, pronunciation

Introduction

Based on the impact of the constructivist learning theory, which defined learning as a process in which learners construct organized knowledge (Mayer, 2004). This theory played a significant role in developing the student-centered approaches (Hannafin, Hill, & Land, 1997), which maintain students' accountability rather than the content and teaching process (Cannon & Newble, 2000). Different teaching strategies were developed after the student-centered approach such as students' behavioural activity during learning (Mayer, 2004), e.g. student-activating teaching methods (Struyven et al., 2006), powerful learning environments (DeCorte, 2000), minimal guidance approach (Kirschner, Sweller, & Clark, 2006), discovery learning (Mayer, 2004),

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight   14

collaborative/cooperative learning (Slavin, 1995), and project-based learning (Dekeyser & Baert, 1999). Student-centered teaching strategies features are students' independence, instructor's coaching role, and knowledge as a tool, not an aim (Dochy, Segers, Gijbels, & Van den Bossche, 2002). Student-centered approach assists students to develop a "can- do" behaviour, which motivates the students to do their tasks and enjoy their time.

Throughout the learning process in student-centered approach, teachers consider their students' needs and interest as individuals and groups, and inspire them to contribute to the classroom activities. Planning, teaching and assessment procedures are based on students' needs, interests and abilities. Courses topics are outlined to be relevant to the students' needs, interests and lives, which encourage the students to engage collaboratively, understand, and construct knowledge. Student-centered learning alternates the traditional role of the teachers to the facilitation and coaching roles. The teachers are not the only source of knowledge. They assist the students to access and process information to construct knowledge (Attard, 2010). Teachers' do most the work outside the classroom to prepare for their classroom activities and evaluate students' work. Teachers do less work in the classroom because they guide their students to do their tasks by themselves or in collaboration with their classmates under their teachers' supervision (Napoli, 2004). Shifting from teacher-centeredness to student-centeredness requires teachers to change their thinking from what they teach to how and why they teach, and about their performance as teachers to thinking about the effectiveness of students' learning processes (Napoli, 2004).

Communication Skills in English

In this age, having solid English skills is a necessity. The desire to speak fluently in English exists in all Indians despite their age or sex. Proficiency in any language is the ability to speak, read, write and understand the language with ease. Developing these four skills through strategies that best suit the learner will most definitely help in moving towards perfection. The general assumption that the more you read, the better you write and the more you listen, the better you speak cannot be ignored. Strategies for accomplishing a task, like acquiring a language are immense and it is the role of the learner to understand and apply the strategy that suits him well. In assessing second language acquisition, competence is the underlying linguistic knowledge that allows people to produce and comprehend their languages and performance is his production of that language or actual utterance made by language users. Language learners' competence in the language can be understood by examining their performance under completely ideal conditions. "The term 'acquisition' is used to refer to picking up a second language through exposure; whereas the term learning is used to refer to the conscious study of a second language" (Ellis, 6). Learning of any language is the acquisition of the skills of that language. Listening, speaking, reading and writing are expression skills. Apart from these four skills, grammatical skills and vocabulary skills can also be called upon. Learners of a language can assess and grade themselves as to which skill they lack and take initiatives to improve their skills.

Language learners should be aware of the fact that language is a social phenomenon. Mere equipping learners with the skills alone can never give them a native like proficiency in a language.

===
Language in India www.languageinindia.com ISSN 1930-2940 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight   15

Learners should be able to use language in accordance with the norms of appropriateness and social acceptability. "if I know the language well and have absorbed some of the common stock of knowledge that every school boy knows who speaks that language, if I know the proverbs and homely sayings and have delighted in the succinct wit of those who speak the language habitually, If I enjoy their jokes. I have sat down beside them and shared some of their consciousness. To learn a new language is to learn a new community" (Smith, 102). If a learner of a second language is able to understand, appreciate and enjoy the subtle jokes in the literary works of the target language, then the learner has gained proficiency over the language. This stage in a language learner where he develops confidence and communicative competence to use the language in appropriate situations, to address topical issues of national and international interest cannot be attained until he gets a platform where peer interaction takes place in the target language.

Conduct of Workshops

One of the biggest advantages of conducting workshops using student–centered approach is the improvement of **communication skills**. It teaches students to be a good presenter. It also teaches him to communicate with others and how to deal with them. When they work in group, they learn many things from their peer experiences. Each student has his own skill set, and a workshop plays a predominant role in the transfer of this skill set. Their **collaboration** is important for the successful of the workshop. The different kinds of activities in the workshop make it fun and enjoyable. It brings students **active participation**. Workshops provided a way to create an intensive educational experience in a short amount of time. It introduced a new concept of using educational games in classrooms, investigated this topic and encouraged the participants to practice actual methods. Conducting the workshops taught them how to work collaboratively with their classmates in the workshop, how to deal with problems which might face during the workshop.

Providing **incentives** for students keeps up students' motivation to continue working on the workshop even though the challenges that the students had faced during the whole process. Students' feeling of ownership of the workshop and going through the whole process from planning to implementing the workshop in collaboration with their instructor, keeps up their energy to continue and succeed, which the students' felt and reflected at the end of the experience. The instructor' words as "I believe in you" sticks in the students' minds ,and finally leads them to great success, which all participants stamped on.

The workshop assisted them to be more interested in the information, which they have learned. The topic became clearer through activities. Attracting students' interests to reach a teachable moment, and making the information easier for the students to understand is an end, which each educator is encouraged to plan for and achieve. Through the workshop process, a **learning community** was built among them through cooperation by assigning the work, in collaboration with their instructor. They respect each other. Cooperation and respects are stones to build learning community. Building this culture is planned by the instructor, which communicated to the students and they start believing in this culture. The students' actions translated their belief of learning community culture in their communication during the workshop conduction process.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight **16**

One of the biggest advantages of conducting a workshop is the implementation of **cooperative learning environment.** Cooperative learning experience shortens the time to effectively utilize the students' efforts and conduct the workshop in a mannerly time. Students' distribution of the reading task was a beneficial cooperative strategy to save time and learn the new information and understand. Communication skills especially listening skills are improved during the workshop preparation process. Connecting knowledge with practice facilitates students' comprehension and knowledge acquisition. The students recall the information easily when they need it to apply.

Workshop conduction is grounded from the instructor belief of building learning community among the students to be the initial stone to build the learning. Managing the culture of learning communities take time and is uneasy to explain to some students the meaning of the learning community especially students who believe in individualism and competitiveness. Collaboration among the instructor and students is the secret for the workshops success. Building students 'confidence that they "can do it" was the main goal of conducting the workshop. Giving the students the opportunity to experience creating the educational games and feel relieved. The experience is the key of learning and building self-esteem and confidence of their abilities.

"Only English!"

Sometimes students keep switching from their native language to English and back again. It's hard for them to become more fluent if this happens too often. Students may switch when their English isn't adequate for the ideas they want to express. Sometimes their enjoyment of an activity may make them switch – they really want to say something and its frustrating trying to do it in English.

When lost for words, students may need to ask us for help or use a dictionary, or we may need to interrupt the whole class and offer vocabulary help for everyone. Our own explanations should be in English, even if a quick translation may be easier – we have to observe the "Only English" rule, too!

When we overhear too many students speaking in their native language, we may need to interrupt everyone and help them express the ideas in English. Have students start the activity again from the beginning, but this time ask them to try to stick to English all the time. This may be a difficult challenge, but it's something everyone should aim for.

An effective way of ensuring that an English-only environment is maintained is by making sure that students know the necessary "classroom language" to manage their own group activities in English. This "classroom language" includes simple expressions like:

You start	Do you have a pencil?
What does this mean?	What are we supposed to do?

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight   17

After you	I'm not quite ready
Let's ask the teacher	I didn't hear what you said
Ok, let's start	Are you ready
We are done. What should we do now	

Using classroom language like this to help students manage themselves within their groups creates an English-only framework for the harder tasks of expressing ideas in English. Students should learn such expressions by heart so that using them becomes second nature. They also need to be able to pronounce them easily and comfortably.

Use only English when talking to students in class. Learning "classroom English" will help students speak in English all the time. If students aren't speaking English when working together, interrupt and ask them to start the conversation again using only English.

Pronunciation Practice

All too often after the beginner level, we neglect pronunciation. This may be because there are more exciting things for students to learn and practice. It may also be because students are unaware of their pronunciation problems when working together, particularly in monolingual classes where all students share the same accent and mispronunciations. Good pronunciation is important for intelligibility. Teacher-led **"Repeat after me"** practice is valuable. Some students may feel that repeating in chorus is childish and beneath them, but it's an effective way of helping them to get their tongues around new phrases and expressions so that they can say them easily and comfortably. A question like **what are we supposed to do?** needs to be mastered as a whole phrase, not as six separate words. It may take several repetitions for students to manage this. Repeating phrases in chorus helps students to copy the rhythm of each phrase and say it aloud again and again without inhibition. Sometimes we can divide the class into two "teams" (left side and right side, for example), with each team saying the phrase as the others listen to them and how they say it, particularly their tone of voice – it's hard to listen when you're speaking yourself. With phrases or expressions such as **That's a good idea!** and **Yes, I agree with you!**, students need practice saying them with enthusiasm or gusto, which is much easier to do when "disguised" by surrounding voices. Then, when working together, students will be ready to use the expressions in real conversations.

Conclusion

In a student-centered classroom, students are involved in the learning process and become committed to improving their English. Different learning styles can be accommodated, and students can help each other to develop their skills. In a student-centered class, students get more "talking time." In a whole-class activity, the teacher may talk 50 percent of the time, and the students the rest of the time. No, wait! In a class of 50, each student would talk only about 1 percent of the time, and most wouldn't say anything. In groups of four, each student can talk about 25 percent of the time. In pairs, each student can talk about 50 percent of the time. If students want to improve their speaking skills, there's no substitute for pair and group work. Student-centered activities are enjoyable and

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight   18

stimulating. Hearing different points of view, sharing experiences, brainstorming ideas, explaining things, reacting to other people, and expressing your feelings can be fun. Working together can be exciting – sometimes even moving! In the era of customer centered marketing where the products are being manufactured as per the wish and satisfaction of the customers, Learner centeredness "is, after all, the achievement of greater relevance to learner or customer needs which provides the rationale for flexibilities in the institution and the curriculum"(Satterthwaite, 64). The role of the instructor is being redefined from givers of information to facilitators of student learning. Learner centred teaching is an entirely new way of thinking about teaching and learning. It is about teaching in ways that promote more and better learning.

==

Works Cited

Attard A. (2010). Student Centered Learning An Insight Into Theory and Practice. Parto Timisoara, Bucharest.

Cannon, R., & Newble, D. (2000). A handbook for teachers in universities and colleges. A guide to improving teaching methods (4th ed.). London: Kogan Page.

Dekeyser, L., & Baert, H. (1999). [Project-based learning: Learning and working in group] Leuven: Acco.

Dochy, F., Segers, M., Gijbels, D., & Van den Bossche, P. (2002). [Student-centred education & problem-based education. Significance, background and effects] Utrecht: Lemma.

Ellis, Rod. Understanding Second Language Acquisition. Great Britain: Oxford UP, 1985. Print.

Hannafin, M., Hill, J., & Land, S. (1997). Student-centered learning and interactive multimedia: Status, issues, and implications. Contemporary Education, 68(2), 94–99.

Jonse L. (2008). The student-centered classroom. Cambridge university press. Cambridge, New York.

Kudchedkar S., ed. Readings in English Language Teaching in India. Chennai: Orient Blackswan Publishers, 2005. Print.

Kirschner, P., Sweller, J., & Clark, R. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. Educational Psychologist, 41(2), 75–86.

Murshidi, Al Ghadah. (2014). The impact of student-centered learning approach through workshops conduction on the UAE university female students' confidence. European Journal of Business and Management Review Vol.2, No.5, pp.31-43.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight   19

Mayer, R. (2004). Should there be a three-strike rule against pure discovery learning? The case for guided methods of instruction. American Psychologist, 59(1), 14–19.

Napoli, R.D., (2004). What is Student-Centered Learning. Educational Initiative Center, University of Westminster.

Slavin, R. E. (1995). Cooperative learning: Theory, research, and practice (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Struyven, K., Dochy, F., Janssens, S., & Gielen, S. (2006).On the dynamics of students' approaches to learning: The effects of the teaching/learning environment. Learning and Instruction, 16, 279–294.

Satterthwaite, Jerome, et al., eds. Discourse Power Resistance: Challenging the rhetoric of contemporary education. Sterling: Trentham Books Limited, 2003. Print.
Smith, Richard C., ed. Teaching English as a Foreign Language 1936-1961: Foundations of ELT. New York: Routledge publishers, 2005. Print.

Weimer, Maryellen. Learner-Centered Teaching: Five Key Changes to Practice. San Francisco: JOSSEY-BASS publishers, 2002. Print.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. Anu Baisel and Dr. Christopher
English Speaking Skills Through Learner Centred Classroom – An Insight   **20**

Communicative Language Teaching (CLT) of English in Eastern Context

Asha Lipti. V.
Student, 2nd M.A. English
Department of English
SRM Institute of Science and Technology

===

Abstract

This paper focuses on how CLT methods are used in English Language Teaching (ELT) in eastern contexts. The term "communicative language teaching" (CLT) conveys different meaning to different teachers. Some believe that CLT emphasis on the orality (lingual) of the target language in the classroom. To others, communication implies the exchange of unknown information between conversationalists. In the same way, teachers of eastern countries like Japan, China and Turkey has their own way of using CLT to make their students acquire English language.

Keywords: CTL, ELT, communicative competence, implementation, issues, improvement.

Introduction

CLT is an approach that teaches second and foreign languages, which gives importance to interaction. The utmost goal of CLT is learning a language. The educators and linguists are dissatisfied with other teaching methods like, audio-lingual and grammar-translation method. Therefore, communication approach came as their product. CLT is often used in ELT; its roots are found in the changes that took place in the British language tradition during the late 1960s. There was an interest in communicative-style teaching, and it developed in 1970s. In CLT students engage in real communication with one another inside the classroom, the authentic language usage in such classrooms became popular.

CLT is learner-centered, here; the teacher presents more as a facilitator, in which the teacher allows the students to be in charge of their own learning. CLT uses communication to teach foreign languages. It focuses on real life situations and communication in different contexts. Even though, grammar is important in CLT classroom, it gives more importance in communicating a message. Here, students learn how to use a language in social context. For example, there is a difference between the way we speak with an adult and a child.

Eastern Contexts

CHINA

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Asha Lipti. V.
Communicative Language Teaching (CLT) of English in Eastern Context   21

I IMPLEMENTATION OF CLT

China has adapted communicative approach from western countries during late 1970s and got involved in CLT since 1992. The State Commission of Education has set the teaching of Chinese English learners' communicative competency as the ultimate teaching goal in the new English teaching syllabus. The practice of CLT in China did not provide the expected results; the students showed a deficiency in effective communication. This was due to the lack of knowledge on the communicative rules of the target language; which is caused by the improper language teaching method.

II ISSUES

➢ Chinese students did not take CLT as a serious study. They enjoyed the communicative activities but did not carry it as an ultimate goal to acquire linguistic competency, specifically lexical and grammar, which is required to pass an exam.

Zhang et al. mentions that Chinese learners "tend to regard communicative activities as games for entertainment rather than a learning tool"

➢ The students were not willing to engage in conversation fluency activities with fellow students inside their classroom. For instance in practicing English language speaking tasks, the students are unable to "balance the relationship between linguistic and communicative competence".

➢ Most of the students preferred their traditional classroom exercises more than ELT, this was due to the sense of inferiority regarding their spoken English; another issue was shyness.

In Chinese educational culture, a teacher is seen as an authoritative model, as the students are traditionally passive learners and they are expected to obey instructions and therefore, the learners are accustomed to teacher led classes, emphasizing "accuracy, repetition, memorization".

Another major issue was the accuracy which was given importance over fluency.

III IMPROVEMENTS

Chinese English teachers must adapt CLT and adjust it with Chinese traditional approach. They should also compromise their teaching methods to meet the needs of their students. The goal of developing students' competence demands change in the teachers' training.

JAPAN
I IMPLEMENTATION OF CLT

In 1989 and 1990, the Japanese Ministry of Education, Sports, Culture, Science and Technology (MEXT) implemented CLT method into junior and senior high schools with the thought that the poor listening and speaking ability of Japanese students of English could be improved. It was promoted in 1998. The stress was placed on grammar and vocabulary. Later new oral-aural

===
Language in India www.languageinindia.com **ISSN 1930-2940** 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Asha Lipti. V.
Communicative Language Teaching (CLT) of English in Eastern Context   22

communication courses were introduced. These new CLT classes are task based and students are expected to give importance to listening and speaking activities.

II ISSUES

- ➢ There is difficulty of putting CLT into practice, it is due to the nature of syllabus design, the examination system, the communicative incompetence of Japanese English teachers and the large classroom sizes.
- ➢ With the growing importance of an oral communication in curricula, many Japanese teachers of English carry it as a tough job in preparing their students for entrance examination. This is because the English score have been given great importance in passing the university entrance examinations.
- ➢ A number of studies have examined the difficulties experienced by Japanese students due to the conflict between their language learning culture and CLT method. For example, CLT views teachers as a resource person and facilitator, but Japanese students expect the teacher to be in an authoritative model.
- ➢ Japanese English teachers in elementary, junior and high schools are struggling to cope with the 'Action Plan', which holds a great emphasis on the CLT approach in actual English classrooms in Japan.

III IMPROVEMENTS

At least, few Japanese English teachers can practice CLT in their classes and it can also be implemented through team-teaching. To improve Japanese "communicative competence" in English effectively, it is necessary to learn each and every communicative skill according to different levels.

TURKEY
I IMPLEMENTATION OF CLT

During the late 20th C.E., Turkey was affected by the idea of "globalization" and due to which teaching English has become important for Turkey. The yearning stemmed from country's strategic position and changes took place in their educational system in 1997. The changes promoted the development of learners' communicative skills via integrating LSRW skills. This was a breakthrough in the CLT approach. These changes in the educational system were not enough to meet the English language teaching criteria.

II ISSUES:

- ➢ Even though, Turkey is seen as a bridge between Europe and Asia, it attempted to be westernized from the beginning of its foundation. But, English was taught as a foreign language rather than a second language. CLT depends on student oriented teaching approach, which neither Turkish teachers nor students were familiar with. This communicative approach was put into practice without analyzing whether the Turkish people were prepared to accept this approach.

===
Language in India www.languageinindia.com **ISSN 1930-2940** 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Asha Lipti. V.
Communicative Language Teaching (CLT) of English in Eastern Context   23

> ➢ The teachers were not trained to teach the young learners. The teachers were using teacher oriented approach but CLT requires student oriented methods and it also promotes teaching through group and pair work activities.
> ➢ Another issue was that the primary public schools did not have the facility to implement communicative activities in their classrooms.
> ➢ Large size classrooms were a drawback for implementing CLT in Turkish classrooms. The classes were crowded which made it difficult for the teachers to apply effective pair and group activities.
> ➢ Teaching hours was another problem; minimum of 200 hours per year the learners should be exposed to English language but the hours of teaching was far below than the suggested level.

III IMPROVEMENTS

The ELT teachers must be trained and English teaching needs to be better planned; the strength of English language learners was more but they did not have enough number of English teachers. The students were placed in public schools in large English classrooms. This could be improved by training more English teachers efficiently. Turkey needed a reform in the current examination system. English teaching practices can be changed according to skills that are tested in exams; the skills focus mainly on grammar, translation, reading skills and vocabulary knowledge. The attention should also be shifted towards other language skills such as listening, writing and speaking.

Conclusion

The CLT method has influenced many eastern countries in ELT; with the introduction of CLT in eastern classrooms the teachers can attempt to create a better environment in classroom, in which students feel confident and comfortable in interacting in English. Even though, few issues raised due to the new implementation of CLT in traditional classrooms of China, Japan and Turkey, many steps were taken to overcome these issues as the ultimate goal is helping students to attain communicative competence.

==

References

http://www.eltconcourse.com/training/inservice/methodology/clt.html
https://www.slideshare.net/sergemaister/communicative-language-teaching-15255081
https://files.eric.ed.gov/fulltext/ED511286.pdf
http://www.academia.edu/21898890/Communicative_Language_Teaching_in_China
https://pdfs.semanticscholar.org/b895/b69f33a46c66fcecf36a01373705785dcdb2.pdf
https://www.researchgate.net/publication/288894205_The_communicative_approach_in_Japanese_secondary_schools_Teachers'_perceptions_and_practice
https://www.academia.edu/2484406/Aspects_of_Japanese_EFL_teachers_cognitions_on_communicative_language_teaching_CLT_JACET-SIG_on_LTC_

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Asha Lipti. V.
Communicative Language Teaching (CLT) of English in Eastern Context **24**

https://www.researchgate.net/publication/324127609_Communicative_Language_Teaching_CLT_in_EFL_Context_in_Asia

http://hdl.handle.net/2142/16211

https://www.researchgate.net/publication/43939775_The_use_of_communicative_language_teaching_CLT_Turkish_EFL_teachers'_perceived_difficulties_in_implementing_CLT_in_Turkey

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Asha Lipti. V.
Communicative Language Teaching (CLT) of English in Eastern Context **25**

Multiple Learning Styles to Improve Writing Skills

M. Chithra
Research Scholar, Bharathiyar University Coimbatore
Asst. Professor, Department of English
Valliammai Engineering College

V. Jayanthi
Research Scholar, Bharathiyar University Coimbatore
Asst. Professor, Department of English
Valliammai Engineering College

Dr. Stephen Jebanesan
Associate Professor- Department of English
Madras Christian College
Tambaram

==

In the present scenario professionals certainly need effective and impressive LSRW (listening, Speaking, reading, writing) skills. There is a great need to frame course materials and develop methods and strategies to enhance LSRW skills of undergraduates. Students require LSRW skills to express and share their experience, knowledge, ideas and thoughts in an effective manner and to harness a better understanding and harmony for the common benefit of the society.

LSRW skills thus can be developed by rigorous training programmes and a lot of practice work. It requires persistent efforts. It is possible by applying various methods discussion in the classes, studying famous speeches, mastering the art of oral presentation and by active participation in presentations, seminars, workshops, conferences, group discussions, etc.

Writing is an individual effort. Individuals compose their thoughts often in privacy and then reduce their thoughts to writing, using the strict conventions followed in the language. Writing is an individual effort or work, but it must follow the rules laid down. The development of writing even in native English speaking children is conscious and is thus non-spontaneous, written language differs from oral language in structure and mode of functioning. The acquisition of oral speech by itself is the acquisition of signs (symbols). The acquisition of writing is a step further and the learner must now transfer the symbolization he/she acquired in the process of speech acquisition to written language. Vygostsky (1962) compares this to the acquisition of algebra which is harder than arithmetic.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. Chithra, V. Jayanthi and Dr. Stephen Jebanesan
Multiple Learning Styles to Improve Writing Skills   26

In writing, the discrete nature of linguistic signs should be appreciated consciously. The learner must recognize the sound structure of each word, dissect it and reproduce it in alphabetical symbols, which he must have studied and memorized before. This same deliberate preparedness is needed to put words in a certain sequence to form a sentence.

Teaching writing to native speakers of English has always been a major concern of education. More often than not, most students, both native speakers and second language learners of English, feel inadequate in the face of the writing task. Modern world demands some efficiency in writing skills. However, when one can learn to speak the first or second language with little or no conscious thought, switch from the spoken to writing poses greater difficulty.

"Writing is more an individual effort than speaking, while at the same time more rule-bound and therefore more error-prone. . . The speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure, while the writer is expected to produce according to one model of spelling, and usually a reduced range of structures, with 100 percent accuracy" (Bowen et al. 1985:252). Everyone will agree with Bowen et al when they declare that "writing is more rule-bound than speaking. Considering the control of the orthographic system, the careful organization, and the linguistic conservatism required, writing is the most demanding of the language skills."

The writing classes have the potential to help consolidate and improve the students' speaking and reading skills. However, it is important for us to remember that writing is an important skill which can be taught as an end in it, although none of the language skills is far removed from the other language skills. Focusing on writing as an independent skill helps us to identify the specific problems faced by the learners, and to identify the specific needs of the learners relating to writing. Mechanics of writing are distinct from the mechanics of other skills such as speaking and reading. While reading involves seeing and pronouncing, writing involves association of sounds with mental composition of thoughts and their orderly presentation, and hand movements.

Writing can be viewed and taught as a developmental process just as reading. And we can view writing from four perspectives: Mechanics, emphasized in the low beginner stages (beginning); Extended Use of Language, emphasized in the high beginner and low intermediate stages (elementary); Writing with Purpose, emphasized in the high intermediate and low advanced stages (intermediate); and Full Expository Prose, emphasized in the terminal stage (advanced) (Bowen 1985).

Raimes classifies approaches to teaching writing into five types: controlled to free, free writing, paragraph pattern, grammar-syntax-organization, communicative, and process approaches. In the controlled to free approach, "students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences" (Raimes 1983:6).

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. Chithra, V. Jayanthi and Dr. Stephen Jebanesan
Multiple Learning Styles to Improve Writing Skills   **27**

Activities to Develop Writing Skills

Writing skills may be developed through working on the following:

• Basic skills of simple and short composition
• Writing sentences
• Techniques of creative and critical writing
• Use of appropriate vocabulary
• Paragraph, essay and précis writing
• Coherence and cohesiveness
• Narration / description
• Note Making
• Formal and informal letter writing
• Editing a passage

The key in motivating students towards writing is to plan activities that will capture the curiosity of students and that will be fun. Writing competitions (essays, short stories, poems, etc.), teaching students about writing for specific purposes, and rewarding the super writer may be beneficial. The following activities have been tried by students and have high motivational value.

Students are given a specific topic or title or picture to write about with the understanding that they only have three minutes in which to write about it. The fun is in the time limit and in the interesting Paragraphs that the students develop. After the students have had some experience with writing within a time limit, their writing will become more and more creative. The activity would sharpen their thinking style. it also allows them to utilize the best of words that they have learnt and also use them in the right place they need. The creative task would help the learner apply knowledge gained and also make an effort to write by self without a pressure of evaluation

==

References

• Amritavalli, R. 1999. Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: Allied Publishers.

• Chomsky, Noam. 1975. Reflections on Language. New York: Pantheon Books

Bell, R. (1981). An introduction to applied linguistics. Approaches and methods in language teaching. London: Batsford. Academic and Educational.

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. Chithra, V. Jayanthi and Dr. Stephen Jebanesan
Multiple Learning Styles to Improve Writing Skills   28

Teaching of Life Skills in Education and Society

B. Deepikha, 2nd M.A. English
Department of English
SRM Institute of Science and Technology
===

Abstract

This paper will deal with how life skills can be implemented in the school learning and how teachers try to make the students ready to face life. It focuses on the important elements of life by teaching the life skills in schools itself. Life skill is the important key element that everyone must learn for the betterment of the life at the different stages of life.

Introduction

Life skills refer to the skill that you need to follow in your life. Any skill that will be of use to life is considered to be life skill. For example – preparing your food, using your laptop using in the daily basis are considered to be valuable life skills. Everyone has a different list of the skills one may be good at one and one may be worst at another. Life skill helps to make these skills perfect in everyone which they consider it as important in life.

Some people settled in villages might have different styles of living compared to the lifestyle followed in city. People's life styles vary according to the places they live in the society. The lifestyle of rural people might seem funny or different to the people who live in the city. But, for the people in the village, it would have been dreaming to live in the city. The opportunity to prove themselves in the village is less when compared to city. Life skills are the skills where one tries to shift to other places easily and in some cases, it provides a good, healthy and positive attitude which makes the individual work even better with the tasks that are linked with their daily routines. Life skills are the skills that may vary from one country to another and sometimes from one culture to the other. The life skill mentions the tradition we belong to and the culture which we follow. Life skill could even be taught to the children at a younger stage itself. Children would slowly develop the skills through the practice. For example, if we take decision making as a skill, we know that it teaches the child to analyze whether he / she has taken the correct decision, whether it would be correct or not. Decision making teaches the child to take the correct decision.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
B. Deepikha, 2nd M.A. English
Teaching of Life Skills in Education and Society   29

There are research reports to find out whether the teaching skills in this method are effective or not among the students in the elementary classes. The people who did the research are (Errecart et al 1991), (Perry and Kelder -1992). Life skill makes people more self efficient and confident. It motivates us and makes us mentally strong. It also relieves us from the mental disorders and the conditions. It also makes us to feel strong at the difficult times. WHO is promoting the teaching of the life skills in the education system. Many young people have nowadays started learning life skills and equipped themselves to the life skill. Life skill helps them to cope with the mental pressure that they face in the society. Life skills helps them to manage the stress that arises It helps in the betterment of life .We mostly think that when the child becomes an adult it would learn the skills from its parents but it would be too late for the child to learn the activities .This skills teach us that how to manage in life and must be taught to the children early. Writing and reading are not the only important technical skills. There are some more skills that the children must learn at the early stage. The basic things must be taught to the students in the educational institutions. Life skill is considered to be one of the important effective and efficient skill among the young people. The methods of teaching the life skills would vary among the person to person and their environment and the things they go around, The methods of teaching life skill would be completely different on seeing that on what environment they have been brought up. This theory is considered to be the Social Learning Theory by Bandura (1977).

Learning is known to be active acquisition and noticing process through number of experiences. The method used to make this active involvement include more people working in groups. They even conduct more role plays at the school level to make the student involve actively in the groups like conducting debates. They mostly work in small teams. A good life skill could be transmitted to the students through a good teacher. The teacher must be a good role model to the student, and they must have a friendly attitude so that the students participate actively. The teacher must help the students learn how and when life skill could be used. Life skills are mostly taught in most of the educational centres around the world. In some parts of the world only they are introducing life skill at school level. While in other places it has been conducted at all age groups widely. In some countries, there are several life skill initiatives who organize in different groups in the world and create an awareness. For example, educational institutions and religious groups. Training the life skill teams will need to be trained on the theoretical basic and about the objectives and methods which would be correct in the life skill education as well as in life. The training must be effectively useful so that the students would know how to evaluate life. The training would be based on the Development skills.

Life skill events could be conducted for   people of all age groups. Some of the life skill events are more effective in the age group of 6-16 years they also mention that this age is active to go through changes and development so it would be effective in learning. Some skills are pre planned and arranged for the effective teaching. Life skills are considered to be important aspect

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
B. Deepikha, 2nd M.A. English
Teaching of Life Skills in Education and Society   30

and the equal importance must be given. It is considered to be the tool for the development of the child . It makes the child active and smart independent and to take the choices on their own. It promotes the child in the thought process and teaches him how to act among the peer groups and society.   It helps to know how to react in the particular point of time. This also helps to act alone without not depending on their parents. Life skills are nowadays taught in schools as part of the school syllabus.

Subjects such as school health education etc., are introduced in schools. More points and suggestions are given to the students to react in this society and to make the student strong in the society and to face the tough times. When life skills are added to the school curriculum it becomes integrated. Life skills are also taught among the academic subjects like teaching English for the communication skills. Life skills are being taught for the development and growth in the life. It would help the children to lead the happy and peaceful life. It teaches tips to manage life. Life skill could even be included in extra curriculum or in the optional subjects. These are the skills that they must be taught effectively to all age groups because now in some places the elderly people are not able to tackle all the problems so it is better to have the life skills to all people either at the workplace or at the schools .Life skills helps to be positive and makes each and every one individual aware about the task that they would face in their daily lives . There are some important elements in the life skill to be learned for the successful achievement.

Coping with Emotions

It makes them realize the emotion and pain within us and others and also makes realize and act according to it and respond according to it. Sometimes deep thinking might affect health. Life skills teach that how to cope with the emotions.

Coping with Stress

- Source of tension is stress in our life. It teaches us how to control stress?
- How could the stress be reduced?
- It could mostly done through the change of places.

Decision Making

- Helps to make proper decision in lives.
- Must check whether it is correct or not.
- Suitable in our life or not.
- Sometimes some problems remain unsolved. we must check again and again as to how the decision could be made. Life skills help to analyze the solution.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
B. Deepikha, 2nd M.A. English
Teaching of Life Skills in Education and Society   31

Creative Thinking

- Contributes in both decision making and problem solving.
- Enables to explore the problem.
- Makes to think differently.
- Tries to think in the different angel and come out.
- Explores more helps to tackle in the different portion of time.

Critical Thinking

- Enables to think differently.
- Analyze the problem in the different aspect.
- Correct attitude towards life.
- Analyze information into experience.
- Development in the life.

Effective Communication

- Help to establish more effectively.
- Communicate the information in the written and in the oral form.
- Through this, emotions inside are expressed.
- Interpersonal relationship skills.
- Makes to relate with the people.
- Communicate effectively.
- Friendly atmosphere and environment.
- Helps to maintain the relationship among family members.

Empathy

- Through this we would be able to know others pain.
- It mostly teaches the pain that others face.
- Life skill teaches how to come out of that pain.
- Helps to create the positive attitude to the other people's pain.
- People realize that their care is important to others.

Benefit for the Individual

- Problem solving and different aspects of thinking.
- To take up the responsibility in life.
- Build up confidence in team work.
- Tend to analyze and make choices.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
B. Deepikha, 2nd M.A. English
Teaching of Life Skills in Education and Society   **32**

- Create something and share.

Benefit as an Employee

- Managing as self.
- Commitment to solve problems.
- Engaging in Team work.
- Time and people management.
- Flexible work environment.
- Recognize cultural awareness.
- Allows creativity and imagination.
- Ability to communicate.

Life Skill Education Teaching

- Dynamic teacher and learning.
- Working among groups.
- Brain storming.
- Participation in role plays.
- Experimental learning.
- Games and debates.

Conclusion

Life skills are important in our life to lead a happy life. Life skills teach us more values to begin it at an early age as it is important for leading a healthy and long life.

==

References

https://latg.org/2018/06/24/indian-english#.XGpGc6IzbIU

https://languagelearning.stackexchange.com/questions/1972/what-are-the-advantages-and-disadvantages-of-direct-methods-using-only-the-targ

http://www.yourarticlelibrary.com/essay/linguistic-diversity-in-india-2/47341

==

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
B. Deepikha, 2nd M.A. English
Teaching of Life Skills in Education and Society   **33**

Communicative Language Teaching: ELT In Approach to Indian Dialects

Deepthi Venugopal, 2nd M.A. English
Department of English
SRM Institute of Science And Technology
===

Abstract

This paper will deal with ELT: The Communicative Approach in alliance with the Indian dialect and the approach of learning the language using different methods of learning that are based on direct and indirect method of learning the target language.

Language learning is acquired in different stages of life. Learning the target language involves formal instructions and consequent exposure to the target language. And learning the target language gains accuracy over the language as the learner develops to hear and understand more over time.

Keywords: ELT India, language, dialects, direct method, indirect method.

Invasion of English Language and Its Development in the Country

English language serves as the key for communication that connects different parts of the country. After the invasion of the Britain in several parts of the world English language became a unique language that is adapted by the colonized countries. The English language has different histories in accordance to its past. Similarly, Indian English begun to create a unique quality that is now followed by the Indian speakers. During the 1830s the East Indian Company was ruling the country.

The Company faced the dilemma between replacing their official language of English to Persian language. Lord Macaulay, intentioned and put forth the idea of changing English language as the official language of the Company. He also introduced English and Western concepts in Indian education. The medium of instructions in schools, and the trainings for English speaking Indians as teachers was introduced in English language. The British India during the 1840s to 1850s made every school follow English language as the medium of education. Before the fall of the rule by the East Indian Company the English language emulating from the university of London established the language as the medium of instruction in Bombay, Madras and Calcutta presidencies.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Deepthi Venugopal
Communicative Language Teaching: ELT In Approach to Indian Dialects   34

Indian English After Independence

After the independence of India from the British in 1947, there was a decantation of English language to Hindi as Hindi was declared the official language of the country. Many Indians had a different view about English language associating it with the colonialism to association of the economic progress, and English continued to be as an official language of India. Ever since, English language was looked upon as a readily available language across the country, but the country lacks the grandeur due to inadequate and inappropriate education in larger portion of the country.

Most Indians talk with a local tinted emphasize for their English Discourse, though the present-day era tends to talk with a highlight comparable to the Received Pronunciation.

English language began to lend its own hybridization across the country. Indian being a rich and varied country with number of languages hailing from different parts of North, South, East to West acquired its own form of dialect to this language of English. Even though English language was introduced with the particularities of structure and patterns, the language was continued to be learnt in a rapid form but in its own style accumulating with the regional dialects of the clans and communities across the country.

Hybridization of Indian English

English language, the target language in India was learnt in a hybrid form with the mixture of accumulation of the regional language. As a result, English language began to seek accommodation in every young mind that initiated to learn the language. The language soon began to form the evolution in its identity. Soon English languages appeared in the form of portmanteau with regional languages like HINGLISH, TENGLISH, TANGLISH.

HINGLISH refers to the macaronic hybrid term of the languages English and Hindi. It is wide spread even in the Indian Diaspora overseas.

TENGLISH refers to macaronic hybrid of the languages, Telugu and English, while

TANGLISH refers to the macaronic hybrid of the language Tamil and English.

It appears apparent that within the case of India and elsewhere, numerous dialects need to be instructed well to permit people not as it were to function in a globalized world but to bring together neighborhood communities that have been broken and isolated by the financial matters of language.

Method of Approach to Learn the Language Across The Country

In the current medium of Indian English education system, it follows a patterned structure. For instance, tenses of English languages are taught by following the different rules that different tenses carry. The structured form of these tenses helps the mind to understand the

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Deepthi Venugopal
Communicative Language Teaching: ELT In Approach to Indian Dialects **35**

pattern and follow them in order to frame the sentence. In this case if the structure or pattern followed is either skipped or missed in the middle, the entire pattern of the sentence is being defected.

This method of learning is observed as indirect method of teaching a foreign language. Whereas the target language is being observed in direct form as well as it is being translated in the regional form gating way to bring a new gap between regional and the target language. Indirect method of language teaching aims at learner's interest. The learner's high form of interest, investigation and observation and the ability to learn the target language alone is found impossible in this type of language learning.

Direct method or sometimes called as Natural method, is occasionally practiced in teaching foreign languages. It often refrains from learning the native languages. This method focuses only on the target languages, which includes no translation to any other languages.

Varied Numerical System and Other Accumulation of Indian English

Indian English prefers the target language that is already moulded in such a way that is easy to learn and accept within the clan and society. For instance: in India, we prefer identifying the numbering system in a different form than the international form of numbering system. We prefer identifying Ten Million as One Crore, and One Hundred Thousand as One Lakh.

Similarly, several words of Anglo-Indian have come to adaptation in our daily life such as chutney, hill station, tiffin etc. with the Indian slang.

Idiomatic forms obtained from the Indian literary languages and vernaculars are absorbed into Indian English.

Pronunciations differ in several ways with the pronunciations turning towards native phonology occurring generally, and others occurring non-native fashion.

Indian English has acquired a lot of rules followed by British English, and pronunciations as well. Spelling rules such as colour, dialogue, honour, etc, are color, dialog, honor in American English.

Conclusion

English language as a target language in Indian context is a personal skill that improves with the Learning efficiency in understanding the different dialects. If an individual in India with the knowledge of several Indian regional languages prefers to learn English language, he would end up learning all the different dialects of regional English bridging the regional languages as well as the target language, English language. Learning English Language in India is a task, especially to learn English language in a proper form is a personalized skill of the entity, comfort of speaking Indian English comes with dialects, not with the adaptation of the westernized source of speaking the language. Indian English that are spoken in the Subcontinent is vigorous,

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Deepthi Venugopal
Communicative Language Teaching: ELT In Approach to Indian Dialects   36

varies from one clan to other, one region to other, and it follows its own set of rules of development. The various forms of dialect of English which are spoken even within the country underscore the unique languages and cultural aspects of the people who actively speak them.

If Indian English hasn't ended up forming its own hybrid of native foreign language, several Indian languages from across the country might have been extinct and India might have ended up like the other colonized countries like Canada and Australia.

===

References

https://latg.org/2018/06/24/indian-english#.XGpGc6IzbIU
http://www.yourarticlelibrary.com/essay/essay-on-indian-languages/43067
https://www.umfst.ro/cci12/volCCI_II/Pages%20from%20Volum_texteCCI2-117.pdf
https://languagelearning.stackexchange.com/questions/1972/what-are-the-advantages-and-disadvantages-of-direct-methods-using-only-the-targ
http://www.yourarticlelibrary.com/essay/linguistic-diversity-in-india-2/47341
https://www.quora.com/How-does-Indian-English-differ-from-American-English

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Deepthi Venugopal
Communicative Language Teaching: ELT In Approach to Indian Dialects   37

Employer Branding Through Social Media - An Insight

Prof. Ezhil Kumar. V	Dr. Anu Baisel	Prof. Ganesh Iyer
Placement Coordinator VIT University Vellore-632014	Senior Assistant Professor VIT University Vellore-632014 anu.baisel@gmail.com	Placement Coordinator VIT University Vellore-632014

Abstract

Social media is a goldmine for marketers as they have access to a large pool of audiences of various ages and nationalities. Social media plays a crucial role in the hiring process today with over 94 percent recruiters using LinkedIn to recruit new candidates, 79 percent of job seekers using social media to find new jobs and about 13 percent of social media users saying that the information they posted on social media helped them get a job. Using social media for employer branding and talent attraction is an art. In fact, employer branding through social media has brought about a sea change into something rich and strange in the field of recruitment.

Keywords: Social Hiring, Recruiting tool, Employer brand.

What Role Does Social Media Play in Employer Brand?

Employer branding has become a top management priority as more and more companies realize that human resources are among the most valuable intangible assets they possess. The rise of social media gives employers a new communication channel for delivering job-related information, strengthening their image and entering into a dialog with potential candidates early in their employment choice processes.

Employer branding has become a top management priority as more and more companies realize that human resources are among the most valuable intangible assets they possess. The rise of social media gives employers a new communication channel for delivering job-related information, strengthening their image and entering into a dialog with potential candidates early in their employment choice processes.

Social media is a highly important channel to communicate brand meaning and attract talented candidates.

The importance of social networks will continue to increase in both private and professional life. Companies should grab this opportunity to build and deepen an employer-candidate relationship and communicate their employer brand values in order to establish a powerful 'great place to work' image among potential Candidates.

Employer branding has become a top management priority as more and more companies realize that human resources are among the most valuable intangible assets they possess. The rise of social media gives employers a new communication channel for delivering job-related information,

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Prof. Ezhil Kumar. V, Dr. Anu Baisel and Prof. Ganesh Iyer
Employer Branding Through Social Media - An Insight   38

strengthening their image and entering into a dialog with potential candidates early in their employment choice processes. Drawing on branding theory, this study identifies substantial drivers of employer attractiveness in a social media context, such as information-seeking behaviour, self-congruity with the employer and its employees, and corporate image. Tests of the model with both company-controlled and company-independent social media sites reveal only marginal differences, so information credibility does not appear to be an issue.

The results further show that self-congruity and information gathered from social media have no direct effects on perceived employer attractiveness and application intentions but are fully mediated by a powerful corporate image. The rise of social media has significantly changed the way people communicate: Users not only retrieve information but also actively participate in content generation. Social media span a wide range of platforms and services, such as blogs, discussion boards, chat rooms, forums, consumer product or service rating Websites and, perhaps most notably, social networking sites. Their increasing convenience and accessibility have made such social networks a highly frequented channel for accessing information during employment searches.

Social media democratizes opportunity. You do not need to arrive first, sign up first or be in the inner circle to learn and take advantage of what companies are offering. If we associate all the exciting things happening inside the company to the relevant conversation out there, we have a powerful formula for success. Social media helps employer brands be relevant and deliver information on time when it is most needed. If nobody is looking for the themes you are interested in bringing out to the latent market, you can still associate and contribute to the hash tags of the cool brands in the conversations – if not a trademarked option. Social media is the channel to communicate now days, providing you have a mature source of content to send your traffic to explore more.

Positive employer branding through social media

An essential part of the candidate attraction process is ensuring a positive brand experience when potential employees research you online. As much as you're using various social media sites to screen candidates' pre-interview, they too are consulting their networks and resources to vet you as a future employer.

Visibility and interaction online are essential to attracting top talent to your organization. People want to work for an organization they've heard of and a name they trust. When information about your company and industry is readily available online, promoting your brand across digital channels is essential to engage and connect with existing and future employees.

Are You a Good Company to Work for?

Prior to building an online employer brand strategy, it is important to understand how the industry perceives you as an employer. Current and previous employees are your greatest brand ambassadors, and if they're not saying good things about you online, it's important to find out why. Conducting employee satisfaction surveys and monitoring reviews of your organization online is just a couple of ways to better understand the perception your employees hold about the company.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Prof. Ezhil Kumar. V, Dr. Anu Baisel and Prof. Ganesh Iyer
Employer Branding Through Social Media - An Insight   39

Define Your Culture and Goals

What differentiates you from your competitors and keeps your employees engaged? The answer to this question should give you a better understanding of why people should want to work for you. It may be your environment of continual improvement with invaluable training opportunities, or simply that employees get their birthday off. Once you have a broad understanding of your company culture and goals, you will be better prepared to move forward with recruiting talented individuals to join your team.

Examine the Tools Available

There are numerous social media channels that can be used for branding, but it is not practical or necessary to utilize all of them. Examine the tools available in conjunction with your message and audience to decide on a social media strategy that plays to the strength of your brand. For instance, if you are keen to highlight your cutting-edge office environment, record and post a video on YouTube that showcases it. To increase engagement with this post encourages your staff to comment on their experience working for the company. Other resources that potential employees turn to when checking you out include:

LinkedIn

Facebook

Twitter

Blogs (both corporate and individually authored)

Your Careers Website

If you're looking to appeal to a niche group of candidates, there are several geographic, industry and skills-specific social networks to consider getting involved with. Investigate the online tools of choice for the specific groups of people you want to speak to; your existing employees should give you a good steer.

Allocate Ownership

Although the social media output will usually be a result of the collaboration between several different departments (digital marketing, HR, communications, line management), ultimate ownership should rest with an individual/department to ensure consistency.

Consistent Messaging

The branding used to engage with graduates will differ to that at director level so ensure you select the appropriate channel for connecting with each audience. Segment your audience and speak to them as groups, rather than a whole, as specific information may be irrelevant to the majority. Make sure you understand the social media channel you've chosen on a practical basis. However, as it is important to deliver consistent branding, be sure to ensure the tone of messaging remains the same across all social media channels.

==
Language in India www.languageinindia.com ISSN 1930-2940 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Prof. Ezhil Kumar. V, Dr. Anu Baisel and Prof. Ganesh Iyer
Employer Branding Through Social Media - An Insight   40

Demonstrate Selling Points

While successful branding through social media tools can create a great 'shop window' for what life is like at your organization, it helps demonstrate your know-how and thought leadership to really engage employees. Don't just say that you're an employer of choice because you have a great training scheme, show your audience with videos, case studies, interviews with staff, and give them the chance to interact with the training team.

Dealing with Negativity

By encouraging engagement, the feedback received online won't all be positive. Acknowledge negative opinions in the forum and outline the steps you will take to rectify the issue. The only negative feedback it's advisable to delete, is out-and-out spam or deliberate, untrue attacks (often known as trolling).

Measure Your Success

The benefits of a consistent approach to branding on social media won't be seen overnight but implement a tracking process from the outset so that you can measure the success of your strategy. Google Analytics is a useful tool for online tracking, and qualitative feedback can be taken at interview stage.

Although crucial for candidate attraction, ensuring positive employer branding also plays a big part in the engagement and ongoing retention of your top talent. Candidates who turn into employees have done so, in part, because of their positive experience of your brand.

Conclusion

Social media is a useful tool for sharpening and improving corporate images and thus benefitting from increased attractiveness and application intentions. Both the content and its means of communication are crucial for the social media career site's success. The employer brand should be strongly consistent with the firm's corporate brand to maintain a nearly identical image across relevant stakeholder groups. Because job seeking on career sites influences the corporate image, rather than a specific employer image (that is, employer attractiveness), it is possible that a dedicated career site would be just as effective as a general social media site that also includes product- and company-related information. Social media is a highly important channel to communicate brand meaning and attract talented candidates. The importance of social networks will continue to increase in both private and professional life. Companies should grab this opportunity to build and deepen an employer-candidate relationship and communicate their employer brand values in order to establish a powerful 'great place to work' image among potential candidates.

===

References

Aaker, D.A. (1996) Building Strong Brands. New York: Free Press.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Prof. Ezhil Kumar. V, Dr. Anu Baisel and Prof. Ganesh Iyer
Employer Branding Through Social Media - An Insight   **41**

Aaker, J.L. (1997) Dimensions of brand personality. Journal of Marketing Research 34(3): 347–356.

Backhaus, K. and Tikoo, S. (2004) Conceptualizing and researching employer branding. Career Development International 9(5): 501–517.

Bagozzi, R.P. (ed.) (1994) Structural equation models in marketing research: Basic principles. In: Principles of Marketing Research. Oxford: Blackwell, pp. 317–385.

DelVecchio, D. and Smith, D.C. (2005) Brand-extension price premiums: The effects of perceived fit and extension product category risk. Journal of the Academy of Marketing Science 4(2): 184–196.

Dholakia, U.M., Bagozzi, R.P. and Pearo, L.K. (2004) A social influence model of consumer participation in network- and small-group-based virtual communities. International Journal of Research in Marketing 21(3): 241–263.

Fornell, C. and Cha, J. (1994) Partial least squares. In: R.P. Bagozzi (ed.) Advanced Methods of Marketing Research. Oxford: Blackwell, pp. 52–78.

Fornell, C. and Larcker, D.F. (1981) Evaluating structural equation models with unobservable variables and measurement error. Journal of Marketing Research 28(1): 39–50.

Keller, K.L. (1993) Conceptualizing, measuring and managing customer-based brand equity. Journal of Marketing 57(1): 1–22.

Keller, K.L. (1998) Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Hemel Hempstead, UK: Prentice-Hall International.

Zeithaml, V.A., Berry, L.L. and Parasuraman, A. (1996) The behavioral consequences of service quality. Journal of Marketing 60(2): 31–46.

Zottoli, M.A. and Wanous, J.P. (2000) Recruitment source research: Current status and future directions. Human Resource Management Review 10(4): 353–382.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Prof. Ezhil Kumar. V, Dr. Anu Baisel and Prof. Ganesh Iyer
Employer Branding Through Social Media - An Insight   **42**

Hesitation and Ambiguity – Major Constrains of LEP in the Heterogeneous Classroom

R. Geetha
Research Scholar, Bharathiyar University Coimbatore
Assistant Professor
Department of English
Valliammai Engineering College

Monica Paul
Research Scholar, Bharathiyar University Coimbatore
Assistant Professor – Placement
Valliammai Engineering College
Research Scholar – Bharathiyar University

Dr. Stephen Jabenesan
Associate Professor, Department of English,
Madras Christian College, Chennai

===

Abstract

This paper highlights the problems faced by Second Language learners in spoken communication. The Limited English Proficient (LEP) students were able to write better than they speak. The hesitation becomes the major factor of the communication problem. The researcher focuses on the study of attitude of LEP towards English and their hesitation and ambiguity in communication. The objective of this study is to identify a suitable writing strategy for students who had their education in regional medium. The study deals with some of the problems these learners face while communicating in English, it aims at finding ways in which the learners' can be used as a resource to develop their communication.

Keywords: Hesitation, Ambiguity, Limited English Proficiency

Introduction

As communication is a complex process, it is desirable to take care of communication interference and the barriers in communication that may hamper the smooth flow of effective communication. These barriers may emanate from the sender/ receiver or the circumstances of

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
R. Geetha, Monica Paul and Dr. Stephen Jabenesan
Hesitation and Ambiguity – Major Constrains of LEP in the Heterogeneous Classroom   43

communication. However, we need to avoid them to become effective communicators. On a careful analysis the researcher has identified two major problems of communication, they are Hesitation and Ambiguity. Due to hesitation, they are unable to present themselves well in the interviews. They can't network effectively and hence miss out on a lot of opportunities. They are typically not able to pursue opportunities with the same fervor as their more confident and unabashed peers. A sentence is said to be ambiguous when the listener or reader interprets two meaning. Ambiguity however has a way of intruding into communication and subjecting ideas/messages to double or multiple semantic interpretations thereby resulting in semantic complexity and sometime leading to semantic confusion.

Ambiguity

In language, limited sounds are interwoven to form a greater number of colourful words satisfying our communicational needs, which pay way for formation of homophones in large quantities and limited grammatical rules and structures are repeatedly organised to form numerous phrases, sentences causing different semantic relations. These make it possible that ambiguity emerges in communication. A sentence is said to be ambiguous when the listener or reader interprets two meaning. Ambiguity sometimes is unavoidable. Joseph F. Kess and Ronald A. Hoppe have pointed in their book 'Ambiguity in Psycholinguistics' that upon careful consideration, one cannot but be amazed at the ubiquity of ambiguity in language.

The students though have good command over the language hesitate to talk in English because English is a language where any small mistake will lead the receiver to interpret two meanings. Ambiguity can therefore be a hindrance to effective communication. When the LEP students tend to commit ambiguity in the sentence, they have been laughed at in front of the classroom, which lead to hesitation in communication.

Hesitation

Even though the limited English Proficient students can write in English, they were not confident enough to talk in public. On careful analysis in the classroom, the researchers have found the four main factors which influence hesitation are:

(1) Lack of vocabulary
(2) Peer Pressure in the heterogeneous classroom
(3) Prevalence of ambiguity in communication
(4) Lack of exposure to English

The researcher has tried out different activities in the classroom to clear all the above-mentioned barriers. The teacher and the classroom ambiance play a major role in the learning process. To enhance the vocabulary of the students and to build confidence in them, the

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
R. Geetha, Monica Paul and Dr. Stephen Jabenesan
Hesitation and Ambiguity – Major Constrains of LEP in the Heterogeneous Classroom **44**

researcher has tried out an activity - ' one word to one line'. Ten one words would be given to the students and they will be asked to say one line about the word in simple English. This activity created an impact on the students, followed by the active responds from the students, the slogan writing practice was given to them to improve their vocabulary.

To Enhance Vocabulary

LEP students hesitate to talk in English because they lack vocabulary and they lack clarity of grammatical rules. Vocabulary is a core component of language proficiency and provides the basis for understanding how well learners listen, speak, read and write. Without extensive vocabulary knowledge it is difficult to acquire fluency in a language. The researcher has taken slogan writing as one of the activities to enhance the vocabulary of the LEP students.

Slogans are short one-line statements which will be easy for the second language learners to begin the learning process. Slogans don't follow the normal sentence pattern, so they need not worry about grammatical rule. Slogans which are short and striking, memorable phrase used in advertising. Slogans are concise and clear. LEP students were trained on LSRW of slogans. Slogans are Direct, Simple, Brief, Vigorous and Lucid so it was easy for the LEP students to grasps the language sooner. Instead of learning a lengthy sentence pattern LEP students were fed with short sentences which they hear often in famous advertisements repetitively. This slogan writing practice will enable the students to learn new vocabulary.

Methodology

This study has been conducted among the LEP studying in the Engineering College. Slogan writing was the main focus of the study. 50 slogans with their product have been given to the students and various activities have been conducted on them to develop their vocabulary and confidence.

Participants

Second Language Learner and the Limited English Proficient First year students from five different classes have been selected based on their performance in their Periodical exams. 9 students from Mechanical Engineering, six students from Civil Engineering, five students from Electrical and Electronic Engineering and six students from Computer Science Engineering, totally 26 students have been selected for this case study. Out of 26 students 10 were girls and 16 were boys.

Procedure

Primarily, 50 slogans were given to the students. They were asked to learn all the slogans. Initially not all the students have shown interest towards learning, they continued their hesitation

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
R. Geetha, Monica Paul and Dr. Stephen Jabenesan
Hesitation and Ambiguity – Major Constrains of LEP in the Heterogeneous Classroom **45**

and dullness. To create a learning Environment and to inculcate the learning process in them, few activities and exercises were added in the sessions. They are as follows.

1. Fill in the blank
2. Replace the words
3. Multiple choice question
4. Synonyms
5. Frame slogans
6. Guess the product using the slogan

The questions were framed only on the 50 slogans given to them. It was a ten hour session class. Many quizzes were also conducted in the classroom to create a competitive spirit in the learning and to encourage them to come out of their hesitation towards English language. Students were encouraged to work in groups. They were asked to set question for the other group. This activity helped the students to face the peer pressure. They were trained to handle peer pressure in a healthy competition.

Results and Discussions

The data obtained from the following activities have been analysed. Based on the findings of data analysis, few advantages students faced were discussed below:

1. They tend to learn new vocabulary easily as they were aware of the products and brands in the market.
2. Slogans don't follow the normal sentences pattern so they were not worried about grammar correction.
3. Since slogans are written in short and simple sentence, it was easy for the LEP students to cope up with learning process.
4. It provides the start up for the students who hesitate to talk in English.
5. When they write their own slogans, it builds the confidence in the students.
6. They have learnt to handle peer pressure, since they worked in group.
7. They formed simple, short sentences which avoided ambiguity to an extent.

The purpose of the communication is to issue, receive, interpret, act on commands and to share information. This can more easily and effectively be achieved by being," Direct, Simple, Brief, Vigorous and Lucid". The slogan writing practice has helped the students to convey their thoughts and emotion in simple, short sentences without ambiguity and build their confidence to work in group.

===

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
R. Geetha, Monica Paul and Dr. Stephen Jabenesan
Hesitation and Ambiguity – Major Constrains of LEP in the Heterogeneous Classroom **46**

References

- https://www.goodreads.com/quotes/tag/slogans
- https://www.verticalresponse.com/blog/7-tips-to-creating-a-memorable-slogan/
- https://examples.yourdictionary.com/catchy-slogan-examples.html
- https://www.brighthubeducation.com/language-learning-tips/70729-defining-second-language-acquisition/
- www.languageinindia.com- Evolving Strategies for Teaching Basic Vocabulary in L2 through Meaningful Input: An Ethnographic Study with First Generation Learners
- R. Geetha (2015). 'New Trends and Methods in ELT-Distortion of Ambiguity in Communication'. The Journal published in the 8th National Conference, Methods and Outcomes of Research in English (MORE2015) Dept. of English and foreign language, SRM University.

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
R. Geetha, Monica Paul and Dr. Stephen Jabenesan
Hesitation and Ambiguity – Major Constrains of LEP in the Heterogeneous Classroom   **47**

Teaching the Posthuman: Opportunities and Challenges

Chithra. J. L.
Guest Lecturer in English
Bishop Jesudasan CSI Arts and Science College
Mulayara, Thiruvananthapuram, Kerala
==

Abstract

The visible impact of Posthumanism by means of scientific advancements and technological progress has ushered in every walks of human life. Through redefining and negotiating, the basic aspects of teaching and learning theories, curriculum modifications and pedagogical interventions, technology brings in lively and effective teaching-learning experiences. The new revolutionary trends in information and communication technology offers unprecedented leap in knowledge dissemination and interdisciplinary researches, catering to the needs of a techno-savvy generation. By rejecting anthropocentrism, and considering the ever changing technology, Posthuman pedagogy aims at a true and realistic social transformation amidst all the socio- cultural differences. Basically, Posthumanism rejects the preconceived notions regarding the supremacy of man and accepts the inevitable hybridity of human, non-human or animal and machine. The present study aims at defining the current roles of the teacher, student and learning materials with respect to the futuristic technological developments and interconnectedness of the different parts of the world as a 'global village' and the role of the learner as a 'global citizen' and ultimately, the aim of education widens to accept the socio-cultural, linguistic, ethnic and all other pluralities of the world.

Keywords: Posthumanism, plurality, technology based learning, ICT and teaching.

The scientific and technological innovations so far brought about fast and fabulous changes in the culture and mindset of the present generation The impact of ultra-modern technology is far-reaching that the modern amenities like genetically modified high yielding food crops, robotics and mechanized factories and other institutions, modern health-care techniques like prosthetics, cloning and reproductive technologies – all brought forth man-kind far from being the customary humans but, a new era of 'post-humans'. Such an intrinsic transformation is visible in every sphere of life. The current technologically enhanced digital world offers a future full of aspirations as well as challenges. The future belongs to those who can cope with these shifting trends and keep informed sporadically.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Chithra. J. L.
Teaching the Posthuman: Opportunities and Challenges 48

Knowledge, irrespective of the fields of study goes on expanding. There was an age in which knowledge was carried over by oral and written means alone. However, the far-reaching influence of the multimedia has gifted numerous opportunities both for learning and teaching. The support of Information and Communication Technology (ICT) can enhance and optimize teaching and learning alike. ICT involves "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" based on computers, the Internet, mobile phones and broadcasting technologies such as radio and television. Worldwide researches underscore the positive impact of integrating technology with education. Owing to ICT based learning, students can have better knowledge, understanding and memorizing. Moreover, it augments wider possibilities like comparisons, applications, skilled-presentations as well as unique innovations. ICT based teaching learning is well-regarded because; it is learner-centred, interesting, lively, memorable, comprehensive, cheap and easily accessible to distant learners. Mobile learning and e-learning platforms can outlive the physical constraints of the traditional institutionalized learning and bids ultimate freedom and flexibility to study according to learner autonomy.

In tune with the spirit of the times, the teaching-learning mechanism should also adapt and modify itself for catering the needs of the present society. ICT tools provide various opportunities in the form of Webinars, online courses, online collaborative projects, online tutorials, social networking, and so on. Precisely, the teacher as well as the learners being assisted by technology and living in the modern world is several steps forward than their precursors and hence become post-humans in every respect.

Teaching in this way offers innumerable advantages with respect to the earlier modes of teaching-learning mechanics. With the best use of technology, both the teacher and the student can access the relatively modern developments in distinct realms of knowledge. Pertaining to the possibilities regarding higher studies, researches and career opportunities, the assistance of the Information and Communication Technology as well as the Internet are real blessings.

Posthumanism redefines the real aim and value of human beings and focuses on the interdependence between human, animal and machine. Posthuman approach to education challenges some of the most fundamental concepts in educational research, curriculum design and pedagogical interactions and practice. Owing connections to philosophy, animal studies, environmental protection, feminism, psychology, biotechnology and gender studies, Posthumanism ensures a prospective education attempt far beyond the traditional theoretical, methodological and functional aspects.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Chithra. J. L.
Teaching the Posthuman: Opportunities and Challenges **49**

The humanity undergoes constant flux with regard to the changes in technology and the environment at large. The role of the teacher and the learner also changes. The teacher as the centre of education altered and the learner got prominence. In addition to textbooks, notebooks or laptops, PowerPoint presentations rather than chalkboards and whiteboards, hand-outs and other means are used for teaching. Whatever technological changes may happen, the teacher's humane consideration to each and every student's well-being and positive behavioural change is also worthy to be considered. Assessment of students based on their academic performance and co-curricular activities also became precise and convenient with the implication of technology.

However, the teacher as an essential component of education has lost its importance. The technologically augmented learning process is distinctly learner-oriented so that the involvement of the teacher is not necessary to disseminate knowledge. The motivated learner can imbibe knowledge through virtual classrooms and even without the direct interference of the teacher. The learners are today much more technologically empowered and endowed with many options to learn in their own way, according to their own interest, without any time or distance constraints.

No wonder, education in this Posthuman era is full of advantages. At the same time, it brings in multiple questions regarding the fast disappearance of humane quality from our day-to-day lives. Moreover, schools and colleges had a place in human lives to build up the student's lives, their career and ultimately make them good human beings with quality relationships, and better citizens to their country good and caring people to their families and relatives concerned. In short, knowledge dissemination alone is not the sole end and aim of education. In order to build up a value based education using the ultra-modern facilities is the need of the hour.

For more than a decade now, Posthuman theory got critical acclaim regarding the effectiveness and usefulness in the education sector. Several scientific disciplines like sociology, philosophy, biotechnology, animal studies, gender studies, eco-critical studies – have contributed to Posthuman pedagogy. Departing from the humanist theoretical perspectives, contemporary posthuman theory features different strands of approaches: assemblage theory (Manuel DeLanda 2006), socio-material learning (Estrid Sørensen 2009), actor-network theory (Bruno Latour 1996), non-representational theory (Nigel Thrift 2008), and the production of space (Henri Lefebvre 1991) and a wide range of such theories. Theoretical approaches to speculations point to the de-centering of humans from the social landscape.

Online educational platforms offer multiple possibilities to learn as well as teach irrespective of age, gender, nationality, educational background, occupation, motivating factors and so on. For the question, "Does technology improve teaching/learning" definitely we have an answer in affirmation. Through the worldwide e-learning facilities, in addition to the influence of

==
Language in India www.languageinindia.com ISSN 1930-2940 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Chithra. J. L.
Teaching the Posthuman: Opportunities and Challenges   50

media, persistently bring about a digital monoculture. The far-reaching influence of digital culture has some drawbacks. It wipes away the local colour and plurality. But in a more influential and acceptable way, we can showcase the rich cultural heritage of the much-forsaken cultures and people and can try to bring them towards the mainstream.

To conclude, there are a few prospects and challenges regarding education in this Posthuman world. Judicial and ethical use of technology is essential. Otherwise, the future generations will surely taste the bitter fruits of the glorious and well-regarded technology and will end in dehumanizing tendencies and mechanized culture. An inclusive strategy to understand and realize the possibilities and regard of the society in this globalized world is essential.

==

Works Cited

1.	Snaza, Nathan, and John. A. Weaver, eds., Posthumanism and Educational Research. New York: Routledge, 2015.
2.	https://www.oneducation.net
3.	https://stories.linways.in/ict-enabled-education-d190bcc91bf0
4.	https://www.academia.edu/23145549/Posthumanism_and_Educational_Research
5.	https://www.researchgate.net/publication/318866247_A_Posthuman_Approach_to_Technology_in_the_Classroom
6.	https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2525&context=etd
7.	https://www.lancaster.ac.uk/fass/doc_library/edres/16seminars/knox_19.10.16.pdf

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Chithra. J. L.
Teaching the Posthuman: Opportunities and Challenges   **51**

Crosswords as a Technique to Enhance English Vocabulary

P. Manimaran
Research Scholar (Ph.D.)
Bharathiar University
Coimbatore
manimarannkl14@gmail.com

Dr. M. Kasirajan
Assistant Professor
Department of English
Bharathiar University
Coimbatore
rajankasi32@yahoo.in
==

Abstract

The aim of this paper is to find the effectiveness of crossword technique to develop the English vocabulary among school students. This technique is assumed to provide a new learning experience. Crosswords are normally found in newspapers and magazines. This technique is not only used in the language but in other sectors of learning. There are infinite websites which provide crosswords. This paper offers an idea on how to utilize the crossword technique which helps to enhance the vocabulary. It enhances vocabulary as well as analytical skill.

Keywords: Language Teaching, Crossword, ICT, Vocabulary, Newspapers, Communication

Language is the basic factor of human communication. Letters are the cells and words are the tissues of a language. An effective language teaching method should arouse interest in a learner's mind. To be an effective communicator, vocabulary plays an important role. An enriched vocabulary speaks volume of a person's command over a language.

English is the second language to the learners. UNESCO defined the second language as "A language acquired by a person in addition to his mother tongue" (Vivan Cook 16). Mother tongue is the first language where the language acquisition is possible, but it is impossible in learning the other language. But the process of acquisition could be utilized for the language learning process which is considered as second language acquisition.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
P. Manimaran and Dr. M. Kasirajan
Crosswords as a Technique to Enhance English Vocabulary   52

Crossword is defined as "a game in which you have to fit words across and downwards into spaces with numbers in a square diagram" (Oxford Advanced Learner's Dictionary).

Crossword puzzles motivate thinking. It is a mental exercise which induces the learner to search for the answers by using the clues. It helps to develop the usage of pronouns, modal auxiliaries and so on. Here, the answers are the grammatical words and the clues might be the incomplete sentences. It is a game which helps the learner to know new words. Crossword puzzles concern mainly on vocabulary and spellings.

In a crossword puzzle, squares will be provided either with questions or with clues. It might be a question, definition, picture or even incomplete statements. The simple procedure focuses to offer crossword puzzles with interesting clues and make the learner to solve them. Regular practice leads to achieving a better result. The instructor can divide the learners into groups and provide them with written clues. Group activity works out in this process.

Words carry meanings in itself. With the help of crossword puzzle technique, the learner can identify the answer with the help of those clues. The learner is induced systematically by this technique because he gets the chance to identify the words and their meanings as well as its background. Vocabulary is essential to achieve effective learning and teaching. The learner cannot understand the ideas without proper words. Learning enhances new ideas and encounters new words in which he feels hard to grasp those views.

The text is the only source of vocabulary. It is of different kinds and so the learner should be aware of word meaning whenever he uses a word. Reading helps more to enhance vocabulary. Grasping the unknown words and looking at its meaning is the better solution. In the crossword puzzle, the teacher and the learner should be careful in handling the words. Appropriate words are necessary. Usage of dictionaries and index cards induces word learning. Continuous review of vocabulary is needed, and it should be utilized in daily conversations. Crossword puzzles make the learner to remember the word with its context and content.

Vocabulary is of two types such as active and passive. Active vocabulary refers to the current usage of words in speech and writing. Passive vocabulary refers to the known words which are not used in regular. Crossword technique arouses interest and maintains curiosity in learning new words. The puzzle forms could be utilized in many aspects. It helps in the identification of colours, birds, animals and pictures. It is used in the language perspective to identify the parts of speech i.e., verb, noun, preposition and so on. The other factors such as identification of countries, books which enhance the general knowledge. This game can be played individually or in pair or in groups. This technique introduces new words in a meaningful

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
P. Manimaran and Dr. M. Kasirajan
Crosswords as a Technique to Enhance English Vocabulary   53

context. Creativity plays a major role in stimulating the learner as well as the instructor towards the language learning process.

Problem of the Study

Lack of vocabulary is a barrier to enrich knowledge. The students in the rural background are still performing poorly in their studies. There is no systematic study of words and use them in their regular conversation which is essential for vocabulary enrichment. It should be rectified where crosswords act as a solution.

Origin of the Study

Recently, the High Court of Madras questioned the possibilities to implement Spoken English Classes in the Government Schools. It shows the essence to develop the language competency of the students. Teaching new words in traditional methods are ineffective. Reading literature by the students is also impossible. So, the researcher assumed to test the crossword technique to enhance vocabulary.

Background of the Study

There were several previous researches in implementing crosswords, games and interactive techniques in language enrichment. The researcher chose a school in a rural locality and planned to implement a crossword technique. The school is located in Eranapuram, a rural location in Namakkal District, Tamilnadu.

Objectives of the Study

- To enrich the vocabulary of the students in an entertaining and interesting manner.
- To develop confidence in learning new words.

Methodology and Analysis

The researcher had chosen about 30 school students for the experiment. They were separated into two groups. Each set consists of 15 students. The sample for the study is 30 students. A Pre-test was conducted, and the students were interested in the learning process. Through the observation, it is proved that there is an improvement in learning new words and the students are curious about playing crossword games. When the post-test is conducted there is a significant difference in the scores between the pre-test and the post-test. This study shows the importance of using puzzles in teaching English vocabulary.

The data analysis is done by using the percentage of scores in the pre-test and in the post-test. The simple and the necessary words are the answers to the questions. Questions are framed in that manner to make the learning interesting and easier. Before the pre-test, students were

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
P. Manimaran and Dr. M. Kasirajan
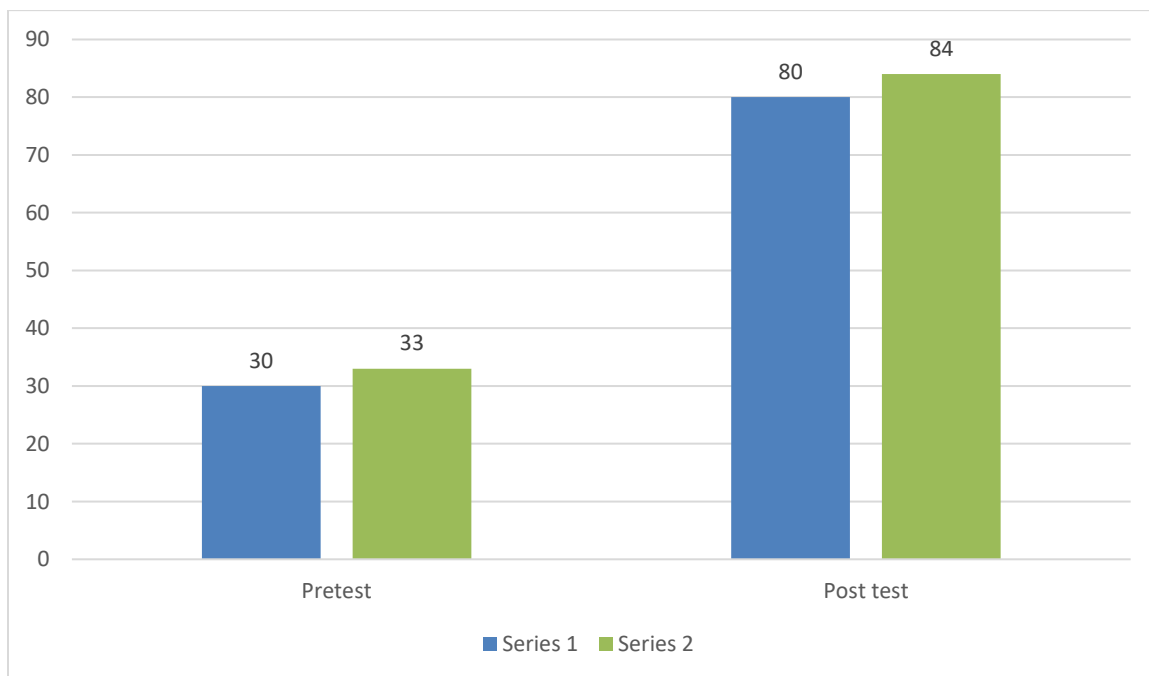**Crosswords as a Technique to Enhance English Vocabulary   54**

taught about crosswords and how to answer them. It aroused interest in their minds. Initially, students were helped by the teachers and later, several tests were conducted that shown the improvement in vocabulary skill.

Results

Approximately,80% of the students improved their vocabulary skill in the post-test. A Continuous observation was made to analyze the skill development. In the pretest,30% of students answered the questions and, in the post-test, 70% of the questions were answered correctly. Out of 30 students, 26 students improved their vocabulary skill

Table and Chart

S.No	Tests	Total No. of Students	Percentage
1	Pre-test	30	30
2	Post-test	30	80

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
P. Manimaran and Dr. M. Kasirajan
Crosswords as a Technique to Enhance English Vocabulary   55

Works Cited

Cook, Vivian. *Second Language Learning and Language Teaching*. Print.

Bardovi-Harlig, Kathleen, Beverly Hartford, and Bill VanPatten. *Beyond Methods*. New York: McGraw-Hill, 1997. Print.

Carter, Thomas P. "Crossword Puzzles In The Foreign Language Classroom." *The Modern Language Journal* 58.3 (1974): 112-115. Web. 19 Oct. 2015.

Murphy, Mike, Katie O'Sullivan, and Kieran G. Kelleher. "Daily Crosswords Improve Verbal Fluency: A Brief Intervention Study." *International Journal of Geriatric Psychiatry* 29.9 (2014): 915-919. Web. 20 Oct. 2018.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
P. Manimaran and Dr. M. Kasirajan
Crosswords as a Technique to Enhance English Vocabulary   56

Classroom Interaction as a Strategy in ESL Teaching

Dr. M. Chandrasena Rajeswaran
Associate Professor, Dept. of English
Dr MGR Educational and Research Institute (Deemed to be University), Chennai Tamilnadu, India
==

Abstract

Extensive researches on classroom language learning processes have identified activities that make students communicative are the most sought after. Of late the research focus is on the teacher-student interaction pattern, the question and answer exchange, integrating technology to stimulate the exchange of ideas and more particularly on the instructional conversations which can exploit insignificant topics into interesting ones to drag the motivated young adult learners of undergraduate courses into disseminating and gathering information. This article deliberates on teacher questioning practices which not only require students to recall factual information, but expect students employ more sophisticated cognitive skills and the necessity of instructional conversations for higher level thinking and understanding to make students cognitively receptive and productive in a language class. Furthermore, the classroom interaction and its pedagogical implications in the content integrated second language classrooms is its orbit of discussion.

Keywords: Classroom interaction, instructional conversations, cognitive skills, pedagogical implications

1. INTRODUCTION

It is only during the latter half of the last century (i.e.) the post method era in language teaching, that educators have concerned themselves with what actually happens between teachers and students in classrooms. In particular, extensive research has been conducted concerning the most common type of teacher-student interaction pattern, the question and answer exchange. Much of the research on teacher questioning practices indicates that teachers rely predominantly on low-level questions which simply require students to recall factual information, as opposed to questions which require more sophisticated cognitive skills. Furthermore, Wintergerst (1994) notes that very little research has been conducted on the types of questions used in English as a Second Language (ESL) classrooms, a knowledge of which can provide ESL teachers with insights into the pedagogical nature of second language acquisition. This article examines the role of questions in ESL class-rooms, aligning with an insight into both content area and second language classrooms.

2. CLASSROOM INTERACTION

Ferris and Tagg (1996a, 1996b) feel extensive authentic practice i.e in-class-participation - such as taking part in discussions, interacting with peers and professors, and asking and answering

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. M. Chandrasena Rajeswaran: Classroom Interaction as a Strategy in ESL Teaching   57

questions, is what the academic learners need to excel in academic communication. As such, the two-way dialogue between a teacher and learners as a classroom pedagogy, 'discourse socialisation' (Morita, 2000) and 'extension of conversation' (Bruner, 1990) is essential for 'academic learning' (Cummins, 1984). In the absence of 'zone of proximal development' (ZPD) - in a non-native environment, such practices help students to function from 'inter-mental' to an 'intra-mental' plain, i.e. as the students interact, they share knowledge among themselves to get it converted into individual knowledge (Vygotski, 1978; Wertsch and Kanner, 1992).

3. GROUP INTERACTION

ESL teachers are continually searching for approaches and techniques which will lead from large-scale drill-oriented lessons, which have long been associated with the audio-lingual behaviourists, to more individualized learning. The search for alternatives has brought ESL teachers to look for ways in which self-directed learning and individualization can be more effectively introduced in the ESL classroom. The small-group interaction is one way in which students can benefit more positively from their experiences in ESL classes. Peer-mediation, an approach whereby students take the responsibility for "learning from" and "teaching" one another, is presented as a realistic and practical innovation. The rationale for this approach which is based on actual classroom situations in which small-group, peer- mediated **i**nstruction is utilised.

As the heterogeneous student populations differ from each other in their linguistic and social backgrounds, the needs and motivations of the students have changed accordingly. The result is that increasing numbers of students and teachers seek learning situations in which students can proceed at their own pace, thus allowing the teacher to allot time to students who have the greatest need for formal instruction. The ironical situations in the language classrooms are when students perform well as a result of the guided and semi-guided stimuli but seem to waver when they are on their own without any direct stimuli. Some teachers underestimate the problem of wavering in non-guided situations, presuming that performance in guided situations adequately reflects students' progress. Basically, it is not true. The quality of responses to controlled stimuli is assumed more important than the quality of responses in situations where students must make decisions and manipulate language for themselves. The unguided responses should take precedence over guided responses if students are to become effective communicators. Since the classroom cannot be separated from reality, students should start from the very beginning to initiate, develop and manipulate language, a task which they are forced to do in their own community and vocational environments. One of the most effective and efficient ways to give students opportunities to communicate in free and open situations in ESL classes is through the use of paired or small group (3 persons for Kohn and Vaida (1975) and five for Willis and Willis (2007) activities.

More than a decade, after their suggestion for realistic system of teaching, which combines inductive teaching, progression from controlled to decontrolled activities and individualized instruction, the many facets of the system are not unknown to ESL teachers who have kept pace with recent developments in ESL teaching. 'Peer-mediated instruction' or 'group interaction', as we use in any classroom activity turns students as respondents, informed sources or monitors for each

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. M. Chandrasena Rajeswaran: Classroom Interaction as a Strategy in ESL Teaching   **58**

other. Peer-mediated activities typically are those in which students work together in pairs or in small groups on controlled or decontrolled activities. In some activities, one of the students has the correct answers and checks the accuracy of his or her partner(s). In others, the group works as a unit to produce responses: an utterance, a sentence or a paragraph.

4. TASK-BASED INTERACTION

Seedhouse (1999) advocates 'task-based interaction' as a learner centred communicative activity in a language classroom; during which "as a rule, the teacher withdraws after allocating tasks to learners, to allow them manage the interaction themselves. It permits teachers to move around the class, monitoring the interaction and sometimes intervening, if the students have difficulty with the task. Puleo and Hird (2004:36) as cited by Hosseini and Rabbar (2012) suggest familiar topics and a wider range of choices can make students get engaged in conversation. Additionally, they inform the choice of task is immensely crucial to bring out the students from their reluctant mood, to participate productively in a quality classroom interaction.

Pedagogically, Task-Based Language Teaching has strengthened certain principles and practices in language teaching (Nunan 2006). They are a need-based approach to content selection, learning to communicate through interaction in the target language, introduction of textual content into the learning situation, focusing on language and its learning process; and all these should prepare the learner for real world experiences outside the class. Further, in the context of academic language learning, for Nunan, "a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end" (p.17)

For Willis and Willis (2007) 'doing task-based teaching' involves a sequence of tasks in which both teacher and students get engaged. The teacher led instruction is a task in itself. It involves a genuine exchange of meaning, in which learners are required to process language for meaning… It helps learners to focus on the topic and engage their own knowledge and opinion on the subject" (p.21). According to Krashen's (1983) comprehensible input hypothesis, understanding enhances the learners' current level of language competence. The content embedded language learning through pedagogical tasks – academic tasks provide students with repeated, natural exposure to the language which is 'content obligatory' and 'content compatible' (Snow, et al 1989).

The teacher's role in these activities is essentially that of a counsellor, monitor and prescriber. The teacher points out errors, throws questions, conducts short drills for individuals or suggests additional activities, ultimately looking for students to participate in communication. Language learning is not a passive activity; the texts, materials, methods, approaches and techniques that we use in a language class must allow for maximum student participation, making sure the instructional programs will lead to a more communicative and communicating class. Group activities in peer-

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. M. Chandrasena Rajeswaran: Classroom Interaction as a Strategy in ESL Teaching   **59**

mediated classes provide students with numerous opportunities for oral, aural, written and reading language development through relying on and receiving information and assistance from their peers and make the students realise the importance of their participation in the classroom work. Structured cooperative learning tasks, which are student centred, provide for positive interdependence and individual accountability, will increase the chances of every student getting a chance to speak (Kagan and McGroarty, 1993) by encouraging students to learn from each other, not just from the teacher.

5. INSTRUCTIONAL CONVERSATION

Tharp and Galimore (1988) as cited by Wells and Haneda, (2005: p.151) coined the paradoxical term 'instructional conversation: 'instruction' implying authority, (the act of teaching); 'conversation' implying making meaning and responding. Using instructional conversation as support to a pedagogical task, teachers and learners become active participants in the conversational discourse, the process of which includes teacher and learner elicited questions and responses. The learners use background knowledge and the gathered information through teacher given explanations and discussions to assimilate the multiple interactive elements of a difficult subject, which is cognitively challenging. As such instructional conversation aims at improving understanding rather than the one-way transmission of teacher-directed instructional talk. The target language becomes the vehicle for communicating ideas rather than an instructional tool (Pinkevičienė, 2011) to accomplish the task.

Reveles (2004) says Instructional Conversation (IC) as a teaching strategy, revolves around the premise that academically goal oriented conversation takes place among small groups of students in classrooms as the teacher monitors and facilitates the process. IC is most often enacted in a small group through employment of familiar forms of conversation to improve learners' language production and understanding. Teachers who employ IC take the advantage of ordinary conversation about an interesting stimulus or activity to tempt their students to employ social and academic language and to share prior knowledge.

By providing models that demonstrate communicative procedures, in the form of audios and videos the teacher gives an opportunity to learners to identify the strategies used by the native speakers or other more knowledgeable L2 speakers. Such example-based learning will induce oral performance of the reluctant and passive learners who have watched and stored the language behaviour in their brain. The teacher elicited questions will require students to try to answer them. Integrating technology to stimulate the exchange of ideas and more particularly the use of instructional conversations centred on the audios and videos heard and watched make even the reluctant and reticent learners to speak.

6. CONCLUSION

Creating conversation groups and motivating the students to take part in classroom interaction through pair and group tasks will throw opportunities for the students to speak. Classroom Interaction involves two main aspects, which are negotiation of meaning and feedback. If

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. M. Chandrasena Rajeswaran: Classroom Interaction as a Strategy in ESL Teaching   60

these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output (Ellis and Foto, 1999). So Interaction is important for meaning negotiation in a classroom where the learners can receive feedback from their teachers. It is needless to say the conditions for second language acquisition are improved when learners negotiate meaning with other speakers. Interaction being a tested teaching learning strategy, teacher education programs should include training in questioning strategies. Such training would help teachers see themselves as researchers in their own classrooms.

==

REFERENCES

Bruner, J. S. (1990). Foreword. In R. Grieve & M. Hughes (eds.). *Understanding Children.* Oxford: Basil Blackwell.

Cummins, J. (1984). *Bilingual Education and Special Education: Issues in Assessment and Pedagogy*. San Diego: College Hill

Ellis, R. & Barkhuizen, G. (2005), Analyzing Learner Language, Oxford: Oxford University Press.

Ellis, R. & Fotos, S. (1999). Learning a Second Language through interaction, Oxford: Oxford University Press.

Ferris, D. &T. Tagg. (1996a). Academic oral communication needs of EAP learners. What subject matter instructors actually require. *TESOL Quarterly, 30* (2), 31-55

Ferris, D. & T. Tagg. (1996b). Academic listening/ speaking tasks for ESL students: problems, suggestions and implications. *TESOL Quarterly, 30* (2), 297- 317

Hosseini, H. S. & Rahbar, M. (2012). A New Trend in Education: Task-based Methodology for Teachers/Learners. *2012 International Conference on Management and Education Innovation IPEDR vol.37 (2012) © (2012) IACSIT Press, Singapore. Retrieved from* http://nanopdf.com/downloadfrom-msuaeth-pdf

Kagan, S. & McGroarty, M. (1993). Principles of Cooperative Learning for Language and Content Gains. In D.D. Holt (ed.). *Cooperative Learning: A response to linguistic and cultural diversity* (pp. 47-66) McHenry, IL and Washington, DC. Delta Systems and the Center for Applied Linguistics.

Kohn, J.J. & Vajda, P.G. (1975). Peer-Mediated Instruction and Small-Group Interaction in the ESL Classroom. TESOL Quarterly, 9, (4), pp. 379-390

Krashen, S.D. & Terrell, T.D. (1983). The natural approach: Language acquisition in the classroom. San Francisco: The Alemany Press.

Morita, N. (2000). Discourse Socialisation through Oral Classroom Activities in a Teaching English as a Graduate Program. TESOL Quarterly, 34(2), pp.279-310.

Nunan D. (2006) Task Based Teaching In the Asia Context: Defining 'Task'. *Asian EFL Journal,* 8(3), pp. 12-18

Pinkevičienė, D. (2011). Triadic Dialogue in EFL Classroom: Embedded Extensions. Kalbų Studijos, (18), 97-104.

Reveles, J. (2004) Instructional Conversation in middle school setting. *Language, Literacy,*

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. M. Chandrasena Rajeswaran: Classroom Interaction as a Strategy in ESL Teaching **61**

Learning, pp. 1-12 Retrieved from: www.academypublication.com

Seedhouse, P. (1999). Task-based interaction, *English Language Teaching Journal, 53* (3), 149-156. https://doi.org/10.1093/elt/53.3.149

Snow, M., Met, M. & Genesee, F. (1989). A conceptual frame work for the integration of language and content in second/ foreign language instruction. *TESOL Quartely*, 23(2), pp.201-17.

Tharp, R., & Gallimore, R. (1989). Rousing minds to life. New York: Cambridge University Press.

Vygotsky, L. (1978). *Mind in Society: the development of higher psychological process.* Cambridge, MA: Harvard University Press.

Wells, G., Haneda, M. (2005). Extending the Instructional Conversation. In O'Donnell, C. R. &Yamauchi, L. (Eds.) Culture and Context in Human Behavior and Change: Theory, Research, and Applications, pp.151–178. New York: Peter Lang.

Wertsch, J. V. & Kanner, B.G. (1992). A sociocultural approach to intellectual development. In R.J. Sternberg & C.A. Berg (eds.). *Intellectual Development,* Cambridge: Cambridge University Press.

Willis, D and Willis, J. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.

Wintergerst, A.C. (1994) Second-language classroom interaction: Questions and answers in ESL classes. Toronto: University of Toronto Press, 1994. pp. xv, 159.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Dr. M. Chandrasena Rajeswaran: Classroom Interaction as a Strategy in ESL Teaching   62

Cultivating Attitude Paves the Way to Success: A Soft Skill Classroom

S. Jemi Mercifa
Assistant Professor
GKM College of Engineering and Technology
Chennai 63

===

Soft skills are the set of behaviours which will help people to get along well with others and socialize with them. They include many traits like critical thinking, confidence, problem solving, leadership skill, risk taking, time management, attitude and so on. From this paper one can understand the importance of one of the soft skills, "Attitude" and how it can be cultivated. In the present scenario, the recruiters are looking for people who are good at managing themselves as well as others. On the other hand, students are struggling to cope up with the expectations of the companies. Some of them are very strong technically, but not able to with stand due to lack of soft skills. To bridge the gap, students are to be taught soft skills in the classroom. It's good to have technical skill, in the same way soft skills are also needed to survive in this competitive world.

Everyone in this world wants to succeed in their life. Success is the destination or a state which anyone has dreamt of. To have success, one needs to have a vision or a dream. Vision or a dream is a source of power to move to the next level. Without dream it will be difficult to move forward. Dreams can be seen in the mind again and again. To make all the dreams into action, students have to know the importance of the mind, how it works, how it leads them to success, and how they have to use their mind to take a decision. Napoleon said,

"What the mind can conceive and believe, the mind can achieve" (Attitude is Everything, 20)

Whatever comes to the mind, they need to believe it, and then the mind will make them to achieve it. In this technological world, students are not interested to spend time to think about their goal and vision. No one is ready to take responsibility for their career, goals and behaviour. The truth is they don't really understand the importance of their mind, because right thinking matters the most to have a right attitude. Attitude is a set of beliefs which anyone has in his mind. It brings a change in his world.it can be defines as

"The mind-set or mental conditioning that determines our interpretation of and response to our environments." (The Spirit of Leadership, 31)

Attitude makes anyone a better person; it is the answer to all his questions. It gives not only confidence but also leads to have healthy relationship with others. It will not allow anyone to have

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
S. Jemi Mercifa, Cultivating Attitude Paves the Way to Success: A Soft Skill Classroom   63

neither superior nor inferior complex. It makes him to treat others with respect and dignity. Mind plays a prominent role in this regarding. Without having a right thinking no one can get right attitude. To have a right attitude one must change his thought.

To have a right attitude one has to know himself, that is self-awareness. Students are coming from different backgrounds. To make them feel confident, teacher has to make the students to know themselves first. Peggy Klaus says,

> "Knowing yourself is as important as knowing how to do the job" (The Hard Truth about Soft Skills, 9)

Most of the students have got fear; they think low about themselves, this will hinder them to succeed. To get rid of the fear as well as to get out of their disbelief about themselves, this game will help them to overcome it. This game can be played in the classroom. Make two circles; one inside the other, each circle can have fifteen students. This game can be recommended for students from second year onwards, because they need to know each other better before the game itself. A piece of paper has to be pinned at their back, everyone should have a pen. When it is said, time starts, they can start playing. Students in the both circle face inside the circle, so that the outer circle students can write at the back of the inner circle students. Each student has to write one positive point about others at their back; the circle has to move, so that everyone will get a chance to write. Once it is done, students in both circles can turn around, so this time, both circle face outside. Now the inner circle students have to write at the back of the outer circle students. Thus everyone will have a chance to write something positive about others. After the game is over, they can take out the paper and read what is in the paper. Especially students from rural area or those who have low self-image, when they read what is written in the paper, it will help them to understand themselves better. It will give them confidence, then they can start believing themselves. Once they start thinking positively about themselves, then it will be easy to make them to the next level of forming a right attitude, because attitude matters. Dr. Myles Munroe said,

> "There is nothing as powerful as attitude. Attitude dictates your response to the present and determines the quality of your future. You are your attitude, and your attitude is you… Attitude creates your world and designs your destiny. (The Spirit of Leadership, 31)

This game is like a starter, because it is not advisable to stand and believe on the words of others alone. Once they started believing themselves, they will start seeing the environment differently. It will change their attitude towards their life. It helps to approach their situation more confidently. It removes all the negative thoughts and low self-image from their heart. It energizes their environment automatically. Next motivational videos can be played in the class to build their confidence and make them understand they are personally accountable for their life, goal, career and attitude. The way they think will bring changes in their behaviour, it will reflect in their work too. The way they see the world will start changing. Attitude is the more powerful in this world. The famous psychiatrist, Dr.Karl Menninger said,

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
S. Jemi Mercifa, Cultivating Attitude Paves the Way to Success: A Soft Skill Classroom   64

"Attitudes are more important than facts." (The Power of Positive Thinking, 18)

When they have the right attitude, they will start seeing the possibilities. It paves the way to success. This is the right age to cultivate attitude. Having a right attitude is an important asset in their life. It determines success.

Only classroom activity will not help the students to develop their attitude. There are place to get corrupted in their mind. To keep their mind to believe themselves, a small activity can be given to them to do at home every day. It is called 'mirror exercise'. Make the students to say something positive about themselves in front of the mirror like 'I am a very confident person, I can do great things, I can win people's heart, I am grateful, I always make others happy, I help anyone who is in need, I achieve great thing in life, I love people, I honour elders, I am a quick learner' and so on. When they start saying these things regularly, it will give them confidence and it will create positive atmosphere. Through this they can overcome their negative thinking about themselves, once they are able to think positively about themselves, it will lead them to face anyone with confident and start respecting others too. It changes their perception of others. Also some motivational books can be suggested to them to read. Benjamin Disraeli said,

"Nurture your mind with great thoughts" (Attitude is Everything, 20)

Thus, through games attitude can be cultivated. The main source of attitude is the mind-set. To have a right mind-sent, one has to know who he is, and how he can develop himself. Once getting right mind-set, it will reflect in the behaviour that is called attitude. Getting right attitude is alone a success; it has to be cultivated every now then by reading and listening to the people who have got right attitude. Students can be encouraged to get associated with the people who has got right attitude. They can be motivated in such a way that they can see their problems as their opportunities.
==

Works Cited

1. Keller, Jeff. "Attitude is Everything." St. Augustine, FL, USA 2001.
2. Klaus, Peggy. "The Hard Truth about Soft Skills." Harper Collins e-books, 2007)
3. Dr. Munroe, Myles. "The Spirit of Leadership." Whitaker House, 2005,)
4. Dr. Vincent Peale, Norman. "The Power of Positive Thinking." Self-improvement ebooks.com, 2006)

==

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
S. Jemi Mercifa, Cultivating Attitude Paves the Way to Success: A Soft Skill Classroom   65

English for Specific Purposes (ESP) in the Context of Business English

Kashifa. K.
Student, 2nd M.A. English
Department of English
SRM Institute of Science and Technology
===

Abstract

This paper intends to offer some theoretical supports for teachers who handle for ESP. This will inspire students by their innovative teaching methods to develop Business English Communication (BEC) to enhance their carrier in the field of business.

This paper also intends to include Business English as an elective subject in non-professional courses for business context. It discusses how business English can be used in the class room including objective and the need of business English in order to communicate proficiently in globalised business world. It also focuses on how the theory of need analysis can be used in Business English Curriculum Design, systematic principle and developmental principle which will provide some references for the improvement of Business English Module Curriculums.

Keywords: Business English, ESP, need analysis, curriculum design (course design), SWOT analysis, enhancing and evaluating (the 4 skills-LSRW skills)

Introduction

The term Business English can cover a multitude of things. The concept of Business English is applicable for the both Under graduate and Post graduate students. When someone says they teach business English, or they are studying Business English it is quite possible that the speaker and the listener may have different understanding of the term. This might arise a question among the readers "How is Business English different from General English?" and with all W/H questions (such as What?, Why?, Who?, Where?, and How?) This paper includes several parts with an aim of offering some theoretical supports and inspirations for developing BE curricula. First it gives the literature review of ESP from the aspects of origins, key notions and characteristics. Second it gives the tips to teach BE, evaluating the 4 skills, SWOT analysis, difference between BE and GE. I hope that this paper would be able to provide some inputs for the improvement of BE module curriculum and to enhance learners interest by analysing and giving enough knowledge to their needs.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Kashifa. K., English for Specific Purposes (ESP) in the Context of Business English   66

Literature Review

- The Origin of ESP

  There three reasons common to the emergence of all ESP: such as demands of brave new world, a revolution in linguistics and focus on the learner (Hutchinson & Waters, 1987).

  Hutchinson and Waters (1987) noted to two key historical periods breathed life into ESP. first, the end of the second world war brought with it and "…age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the USA in post- war world, the role [of international language] fell to English" (P.6). second the oil crises of the early 1970's resulted in western money and knowledge flowing into the oil rich countries. The language of this knowledge become English

  The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p. 7).

  The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) pointed out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s, there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identified Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

  The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focusing on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focusing on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Kashifa. K., English for Specific Purposes (ESP) in the Context of Business English   **67**

thinking. To this day, the catchword in ESL circles is learner-centred or learning-centred.

Key Notions about ESP

In this discussion, 4 key notes will be discussed. They are as follows: a) the distinctions between the absolute and variable characteristics of ESP, b) types of ESP, c) Characteristics ESP courses and d) the meaning of the word "special" in ESP.

Absolute characteristics

ESP consists of English language teaching which includes:
- Design to meet specific needs of the learner
- Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc. and analysis of discourse.
- In contrast with General English.

Variable characteristics

ESP may be, but it is not necessarily:
- Restricted as to the language skills to be learned (e.g. Reading only).
- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, different methodology from that of General English;
- ESP is generally designed for intermediate or advanced students.

Characteristic of ESP Courses

The characteristics of ESP courses were identified by Carter (1983). He states that there are 3 features common to ESP courses:

a) Authentic material
b) Purpose-related orientation
c) Self-direction

Need Analysis

As a branch of English language teaching (ELT), ESP has experienced the development of 5 stages, they are:
- Register analysis
- Rhetoric or discourse analysis
- Target situation analysis
- Skills and learning strategies and learning – centered stage (Hutchinson & Waters, 1987, pp.9 – 14)

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Kashifa. K., English for Specific Purposes (ESP) in the Context of Business English   **68**

Principles of Business English Curriculum Design

Here we focus on 2 principles.

- Systematic principle
- Developmental principle

Five Tips for Teaching Business English

- Find out what students really want to achieve
- Get a clear idea about the contexts in which learners use English
- Be business – like but keep energy levels high.
- Choose your materials wisely.
- Be flexible and to anticipate problems.

The 4 Skills and the 4 Systems

Languages are made up of systems and skills. The 4 systems of language are **grammar, vocabulary, phonology and discourse.**

The Skills

The 4 skills are **reading, writing, listening and speaking.** While reading and listening are **receptive skills,** writing and speaking skills are **productive skills.**
e.g. The UCLES English **proficiency** exams explicitly test the four skills and also two systems, grammar and vocabulary.

In the Classroom

Although most modern methodologies and approaches focus on **communication** and make little reference to systems, many course books still structure based on the systems and skills mentioned above. **Discourse** itself is normally not identified separately but included when dealing with skills.

SWOT Analysis

S - strengths
W - Weakness
O - Opportunities
T - Threats

The teachers should analyse their students by the method of SWOT analysis. SWOT also helps the students to analyse themselves.

Differrence Between Business English and General English

Trainer must:

- Be credible with excellent interpersonal skills

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Kashifa. K., English for Specific Purposes (ESP) in the Context of Business English   69

- Have excellence skills and knowledge.
- Be capable of adapting to immediate learner needs.
- Have general over view of what the learners line of work involves.
- Ensure that lessons learner – centred.
- Ensure lessons are of immediate real – life relevance to learners and company.
- Be aware of the best communicative practices.
- Include appropriate learner – training sessions to empower learners.

Students are generally:
- More demanding (so trainers need to manage expectations early on).
- More aware of their needs/requirements (making a needs analysis and invaluable part of the course)
- Quick to decide if something is useful or not.
- Free with feedback especially if they are unhappy.
- Able to make real – time use of skills they learn (trainer can use this to set homework tasks where real – time communication is essential, and students provide a written or oral report of what they did).

Conclusion

Thus, it is believed there are possible chances of using ESP in the context of BE for both the teachers and learners to acquire the knowledge of business communication at intermediate/ global level.

===

References

https://www.researchgate.net/publication/291011884_Authentic_materials_in_the_Business_English_classroom_Annual_Reports

https://my.laureate.net/Faculty/docs/Faculty%20Documents/INTI%20Conferences/Parallel%20Sessions%202/2C/2C-06-P150%20(Malaysia).pdf

https://www.cambridgeenglish.org/in/exams-and-tests/business-english/

https://books.google.co.in/books/about/Business_Result.html?id=hKuwAQAACAAJ&redir_esc=y

https://books.google.co.in/books/about/Essentials_of_Business_Communication.html?id=0823ngEACAAJ&redir_esc=y

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Kashifa. K., English for Specific Purposes (ESP) in the Context of Business English   70

Life Skills - A Thread to Shakespeare' Greatest Tragedies

Shelonitta. P.
Punjab Association
Anna Adarsh College for Women
shelonitta1697@icloud.com
===

Abstract:

The paper talks about the essential significance of Life skills in the present era. The study has been a parallel contrast to the characters of Shakespeare's greatest of tragedies in elaborate. Shakespeare's characters are universal in temperament which makes it a better place to relate with the typical minds of human. It also elaborates on how the human can conquer the struggles on his path regarding the basics.

The term 'Life Skills' refers to the skills you need to make the most out of life. Any skill that is useful in your life can be considered a life skill. Broadly speaking, the term 'life skills' is usually used for any of the skills needed to deal well and effectively with the challenges of life.

It should, therefore, be clear that everyone will potentially have a different list of the skills they consider most essential in life and those that they consider unnecessary. Someone living in a remote rural community might put driving a car high on their list of essential skills. This page is therefore designed to provide a broad general introduction to the concept of life skills and point you towards other pages that you may find useful for developing your skills.

Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc. However, in 1999, the World Health Organization identified six key areas of life skills:

Communication and interpersonal skills. This broadly describes the skills needed to get on and work with other people, and particularly to transfer and receive messages either in writing or verbally.

Decision-making and problem-solving. This describes the skills required to understand problems, find solutions to them, alone or with others, and then take action to address them. Creative thinking and critical thinking. This describes the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to assess information carefully and understand its relevance.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Shelonitta. P., Life Skills - A Thread to Shakespeare' Greatest Tragedies 71

Self-awareness and empathy, which are two key parts of emotional intelligence. They describe understanding yourself and being able to feel for other people as if their experiences were happening to you. Assertiveness and equanimity, or self-control. These describe the skills needed to stand up for yourself and other people and remain calm even in the face of considerable provocation.

Resilience and ability to cope with problems, which describes the ability to recover from setbacks, and treat them as opportunities to learn, or simply experiences. Shakespeare is known for manifesting the darkening side of life through hamartia by his leads. When taken into retrospection, the mere possible qualities which they lacked is seen as a wide trap to lead the end of their life. Commencing from the famous universal phrase 'to be or not to be'. Each of us has a dilemma in some of the other scenarios we are made to face in our life. Decision making has been linked to emotional discipline, in an hour of crisis, a calm and composed mind is required to create a positive outcome. Yet the area in which majority of the population fail is the calmness to handle such a situation. In Shakespeare's depiction of Hamlet, it could be a spot-on representation. In the current era, numerous hamlets sprout up from the versatile issues of their lives. In a team sport or rather in a group discussion were the crowd fails is the missing attitude of composure to be taken forward in their lives. Creative thinking and instant thinking is required to create the right decision.

Hamlet's 'procrastination' is also a hamartia hailing from his part. Ahead of a huge task which lies in front of him. He tries to not get involved with that scenario.

Subconsciously his mind doesn't want to get into the situation even though he hardly wanted to do it. For the ones with Hamlet's veins, the technique of Charles Baudoin could be used. Charles Baudin is a psychotherapist and a research director of the New Nancy school of healing. He discovered that the best way to impress the subconscious mind is to enter into a drowsy, sleepy state akin to sleep. One can hear positive affirmations recorded on a tape or a mobile phone. The arena they are most interested in and the way they wanted to do it. For example, if a guy wanted to win an Olympic medal, he can set the positive affirmation set as " I want to win the Olympic medal in the upcoming Olympics which will be held in a specific venue".

If you think of people who consistently win, you would say, "Well, they win all the time because they want to win, right? They want it bad enough." The reality is that's not true at all. It's that people that win and succeed at a high level, they don't actually think about winning. They simply believe they're going to do well. Dr. Stan Beecham, a sports psychologist believes in his words said above. His interaction with major champions has revealed their personality.

Othello is another flawed person who won so many accolades, yet he failed by bad emotional intelligence. He governed his troops well enough yet when it came about his personal space , his critical thinking took a backlash. It also happens to load up people in terms of 'mind fog'. Most of the murderers who have taken the wrong decisions of their life wish they haven't done it by any means. To rub a great mental block during such a stressing situation involves 'depersonalization' as when

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Shelonitta. P., Life Skills - A Thread to Shakespeare' Greatest Tragedies   72

someone is emotionally attached to a person or scenario the decision they make, may be out of sheer disappointment or imbalance in emotion.

Many do other works to get on from such an event, such ones do not let the situation take control of them. Even a few sleep or take a nap, but when they wake up, they find they have fished a good solution. This happens due to a rebooted brain and a refreshed neural activity. A hectic scene may guide to take a messy decision, but a calm mind would lead to a fine judgment. Communication plays a vital role in any relationship being a family bond or a business scale. And Othello's misunderstandings were due to the increase of depletion in understanding.

If Othello would have taken such a decision following his mind than the manipulation of Iago, the result would have been diverse. The same attribute can be seen as a parallel to Macbeth. The manipulative domination of his wife and the stamp of the three witches left him to take such a decision. The culmination of fear commenced growing in him when the ones who were with him started to drift away from him. The absence of Lady Macbeth and the words of three witches took a heavy toll on the final hour. His ambition could be seen as an ambitious one. If he could have done it after referring to his loyal friend and rely on the suggestion provided by him, things would have gone further better to put forth. Another default in his behaviour pattern is the way he wanted to trigger the anger of his opponent and the ones whom he considered to be aiding him. Apart from it the depth of analysing nature which is required for a king was lacking in him. If a person wants to become a champion, he needs to train the qualities he requires in that specific field, yet he didn't regard or develop those traits in him. Right from the start of the work to the curtailing part the character of Macbeth did not seem to grow in any of the parts. Escalation of attitude is needed for a winner or someone who wanted to achieve biggest of ambitions. Yet Macbeth did not possess those traits in anywhere. Lady Macbeth was the one to bubble up the spirits of Macbeth. She spoke some strong words to get him the throne. Even the thrush done by her was done out of her desire to become the queen. Apart from it, Macbeth didn't have a long-time goal to become the King of Scotland. It was planted by a person who he spent his time with. The person whom we spent our time with a huge influence on our character. It shows the magnanimous influence in a person's life. Life skills can be obtained to have already gained it. On contrary many try to train with the beginners, fail to learn the best books and podcasts of the pros in their field. Macbeth failed when he asked the suggestion from his lady rather than the expert in the field of kingdoms. He heeded to the three witches who would have never got idea regarding the kingdoms. They wanted to create a havoc in the life of the other. Macbeth's mind was wandering like a storm and they did their sail in such an atmosphere. Failure of his destabilised mind led him to the biggest of defeats. He could have made things fine in the second time. Still he chose to hear their words one more time, as he has lost his dear Lady Macbeth in the rush. His lack of guidance once again made him to lay the anchor of hope on the three witches. This presents his state of mind, a King must know how to handle matters of emergency with spontaneity and quick with and Macbeth never had it. If someone gave him a suggestion and it appeared to be pleasing and felt to manifest a better future for him, he heeded and proceeded with their vision. When hearing the voice of others, he forgot to hear his own inner voice. Instincts play a significant role in any person's life and Macbeth muted it with the voice of others.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Shelonitta. P., Life Skills - A Thread to Shakespeare' Greatest Tragedies   **73**

Triangular character sketches of Hamlet, Othello and Macbeth thus stand to express the prominent problems faced by an ideal human. Shakespeare's characters even stand the test of time to illustrate the stance to be true. Better exposure to life skills in firms with proper guidance would take a long way in the betterment of the person, being it an educational firm or a workplace.

==

Citations

Primary source:

1) Complete works of Shakespeare, Oxford and IBH Publishing Company Pvt. Ltd. Pub:2015, New Delhi

Secondary Sources:

2) Dr.Joseph Murphy Power of Subconscious mind, Thomas Press India Limited, Haryana (1 December 2015)

3) www.skillsyouneed.com/general/life-skills Accessed 20 Aug 2016.
(1 December 2015)

4) Kevin Kruse, A Sports Psychologist Reveals The Secrets To A Powerful Mindset
www.forbes.com/sites/kevinkruse/2017/04/05/a-sports-psychologist-reveals-the-secrets-to-a-powerful-mindset/ April 5 2017.

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Shelonitta. P., Life Skills - A Thread to Shakespeare' Greatest Tragedies   74

Learning English for Specific Purposes by Using Acculturation Method

Sahithya. J
Student, 2nd M.A. English
Department of English
SRM Institute of Science and Technology

==

Abstract

This paper will deal with English for Specific/Special purposes and learning it through the framework Acculturation model, a theory framed by John Schumann to report the acquisition process of learning second language, which in this case is English.

ESP is a course taken by adult learners who have highly specific academic and professional reasons to learn or improve their proficiency in the language, since the factual reasons say acquiring a language after the age of 8 can be quite challenging, we need to come up with more easy and interesting ways to help the adults learn it soon. Culture being an integral part of human being, we will incorporate their respective fields to its culture, for example Law, natural science, technology, engineering, business, tourism, etc. has its own culture. It is not difficult to understand a culture as French anthropologist Claude-Levi-Strauss found out that every cultural system worked like a language system and argued that these structures lead to form the profound grammar of society that arises in the mind and functionalizes in us unconsciously. To acquire that, the learner should come out of text learning and identify the cultural construct of the field and orient themselves to it. By practicing it, they are being accommodated to a present-day culture which involves a new way of reflecting.

Keywords: English for Specific/Special purposes, Acculturation model, anthropologist, culture

English for Specific/ Special Purposes

The purpose of English for specific purposes generally refers to educating the language to university level students and working adults in need to improve a specific vocabulary or skill. The ESP course will throw light in the field or profession which includes technical English, English for science, English for business, English in medical field, English for waiters, English for tourism etc. Even though ESP has restricted focus, it concentrates only on areas where the impact is high. This focuses on developing communicative competence in disciplines such as accounting, academics, Informational technology teaching, agrology, and engineering.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sahithya. J., Learning English for Specific Purposes by Using Acculturation Method   75

English for educational and academics purposes are taught to student learners before completion of the degrees, is one kind of ESP, as is Business English. Pilots and Aviation cadets are introduced with Aviation English to enable a clear radio communication.

Acculturation Theory of Second Language Acquisition

It is a process by which the second language is acquired. The learners benefited by this method are the members belonging to a group of ethnic minorities such as immigrants, migrants, workers and children who are new to this geographical area. Acculturation method has two factors on which it is based on, that is social and psychological. This factor is concerned to an extent, where the individual learners do not find any difficulties in learning their target language. The word "acculturation" is the act of transition. This includes learning a new language, immersion, assimilation, and integration. The most efficient way to acquire a second language is by immersion method. It helps you understand the customs, traditions, acceptable behaviour.

IMMERSION: Students develop cultural literacy as well as enhanced cognitive skills. In Language immersion students benefit from the ability to communicate with people from different backgrounds.

ASSIMILATION: Involves the gathering of information about the new culture and results in adapting to the culture that is formed.

INTEGRATION: It is a method of learning an additional language through the content from another language, thus learning both the language and the subject.

Why Incorporating English for Specific Purposes with Acculturation Method?

As we all realize English is a foreign language in our country and it is hard for us non-natives to reciprocate this western language, so we are seen to have modified it according to our convenience and what we have is an Indianized English. This is acceptable in a normal environment. Whereas to meet diverse communication needs in a globalized economy, one is expected to speak language with sophistication particularly in the domain of academics and profession.

As the idea itself stresses upon specific purposes, we now know this learner may not look forward to learning the language from scratch or to learn it by the traditional way. The main focus is to gain a top notch language for academics or profession. Since the aim is to acquire it for a purpose, there is time constraint which should be kept in mind.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sahithya. J., Learning English for Specific Purposes by Using Acculturation Method   76

The reason to string it with acculturation method is that, it is a method of teaching a second language to a group who are mostly immigrants, migrant workers and their children. By the term *immigrants* and *migrants*, we know that they are new to this geographical area and in order to survive this they have to learn this new language even if they don't like . Thus this new language plays a crucial role in their life, they had to learn it fast and learn the necessary. This was done by learning the new culture first by putting themselves in real life situations, where they observed and related it to their culture and later immersed which helped them to learn the language through culture easily. Thus English for specific purposes should be taught in way where the learners first learn the culture and then are put up with real life situations where they should be given tasks such as having to have a conversation with an official from that field which is aimed at, and instead of having text book learning, it is wise to experience and learn.

What Do We Call as the Culture of A Field /Profession?
Every field has a particular construct, for example to learn a language for academic purpose simply means either for credit or to work on it. whereas In business and other fields it differs, in order to understand that we have to know how that field works and what are the acceptable behaviour and what is not, before learning a language irrespective of its purpose it is necessary understand its construct or culture. Hence, we call the dominant language, dress code, jargon, rules, belief, goals etc., of a field or profession as a culture. This may vary from one to other.

EXAMPLES: General English is different from specific purpose English and some of the obvious differences in language for particular field is given as follows.

(i)   **NORMAL AND BUSINESS ENGLISH:** When in normal context we say, I need your help. But in Business English we say I require your help. Few such examples are
Got-received, Talk about-discuss, Get in touch-contact, Make sure –ensure,
Give – provide, Tell why- explain

(ii)   **GENERAL AND TECHNICAL ENGLISH:**
Complex-intricate, Device – instrument, Significantly-markedly, Consumption – use, Extraction- taking out, Distress-suffering.

Thus we see that there are notable differences in the former and the later and hence we need to know where to concentrate and learn accordingly.

Conclusion
To understand and learn a language specifically, one must know its construct and then go for further learning, acculturation method can be used to teach English for specific purposes by

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sahithya. J., Learning English for Specific Purposes by Using Acculturation Method   77

drawing an outline of the culture and having tasks based on the fields' real life situations for quick learning.

==

References

http://www1.uwindsor.ca/criticalsocialwork/a-critical-examination-of-acculturation-theories

https://study.com/academy/lesson/acculturation-definition-theory-examples.html

https://www.optilingo.com/blog/general/7-language-learning-theories-by-the-masters-of-thought

http://nflrc.lll.hawaii.edu/media/docs/NW69-01.pdf

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sahithya. J., Learning English for Specific Purposes by Using Acculturation Method   78

Taking Assessment Forward:
A Milestone in English Language Learning

Sheeba Manodh
Assistant Professor, Valliammai Engineering College, Kattankulathur
Ph.D. Scholar (Part Time) Department of English
Anna University, Guindy, Chennai -600025
absh_19@yahoo.co.in
===

Abstract

This paper provides a framework for conceptualising the idea of putting to use classroom assessments to bring about substantial changes in learning English. Assessment is an important factor to find out whether the educational practices are really effective .It is of considerable interest to English teachers to develop the practise of regular classroom evaluation in order to bring the best outcome from their learners. One could obviously guess that this type of assessment could serve complementary functions. Most of our students in the classrooms, we know, are inhibited by their fear of the English language. Being more of an informal kind of evaluation, this method dilutes the rigidness and severity of the concept of assessment. A great deal of information can be gathered about students' attitude, knowledge and understanding of the subject that he is learning. The results from these assessments are reliable and valid because of their direct relation to classroom instructional goals.

Introduction

Education is regarded as the most important vital public service of all. But measuring its effect is an arduous task which has baffled educators of all times. Assessment is essential to help individuals to receive the educational support they need to succeed, to see, whether the educational methods are really effective. Evaluation needs to become a support factor for learning rather than an impediment. The goal of language education is "cognitive academic linguistic proficiency" (Cummins 1979). Language evaluation need not be limited to achievement with respect to a particular syllabus but must be reoriented to measurement of language proficiency. Successful learning cannot occur without high quality assessment. Assessment has to be entwined in the process of teaching and learning. Assessments need to be designed in such a manner that it becomes powerful means of influencing the quality of what teachers teach and what students learn. The purpose of assessment is to serve and motivate and not to discourage or demoralize the students.

What Is Classroom Assessment?

Classroom assessment helps teachers to evaluate their students better as it helps in a systematic process of gathering and processing information extracted from the performance of the

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sheeba Manodh, Taking Assessment Forward: A Milestone in English Language Learning   79

students. Teachers assess for many purposes because they must take many decisions throughout the day. Assessments in the classrooms occur for three major domains.

a.   Cognitive domain: This encompasses intellectual activities such as memorising, interpreting, applying knowledge, solving problems and critical thinking.
b.   Affective domain: This involves feelings, attitudes, values interests and emotions.
c.   Psychomotor domain: This includes physical activities and actions.

Classrooms are complex social settings where students interact with each other in many ways. At the primary level, the aim of learning English must be to build familiarity with the language in meaningful situations. According to Rutherford 1987;18 "There is at least one characteristic that is common to every successful language learning experience we have ever known and that is that the learner is exposed one way or the another to an adequate amount of the data of the language to be learned". The emphasis must slowly shift from mastery of learning of this limited input to regular exposure to a variety of meaningful language inputs.

Maximum language acquisition can happen at the initial learning phase without the deliberate attempt on the part of the learner. But it is necessary that the teachers-in-charge are able to identify and evaluate the level of language acquisition of their students in an informal manner. Thus, a regular monitoring process will slowly generate interest in learners to acquire the language. The input received by the learner during this period serves as a base for attempts at early language production. At the school level, action rhymes, simple plays or skits and story reading can promote the students' experiment with language and its performance. Regular and sustained exposure needs to be ensured along with continuous feedback about comprehensibility.

Prabhu (1987) describes a task-based methodology that leads to the "negotiation of meaning and meaning focussed activity" in the classroom. The classroom, one must remember is not a laboratory. It has to be sensitive to individual learning styles .The learning styles of the students will have to be taken into consideration .In order to create conditions suitable for learners to language and to engage in a learning process, the classroom environment needs to be congenial .A need to communicate must be created in the classroom, which brings into play not only the target language resources but all the other resources have at their disposal. For e.g. conjecture, gesture, knowledge of conventions, numeracy and the mother tongue. (Prabhu 1987:29)

It is very important for the students to know about the progress that they are making in class. This feedback can give a positive wash back which in turn will certainly motivate the learners. The teacher could maintain a neat record of the students' performance which could be shared with the students after regular intervals of time. This gives the students the opportunity to reflect and ponder upon his or her learning process. The teacher must compulsorily discuss the answers and give regular feedback to the students. This could help the students to realise that they have or have not achieved the objectives. Such informal records are genuine evaluation reports when compared to the grades and scores which they score. This report could be used for self-evaluation. But it is a more useful

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sheeba Manodh, Taking Assessment Forward: A Milestone in English Language Learning   80

tool for the teacher who can use it to assess the pupils' progress. This will help the students to develop a positive attitude towards the language. It is important that the young learners have an opportunity to think about how the language is learnt.

At a later level, the attainment tests can be introduced. But we need to remember that the main aim of these tests should not be only to label the pupils in terms of pass/fail but to collect information in order to check aspects of learning that are difficult to assess by class room observation alone. This will enable the teacher to have a direct view of the pupil's achievements. These results can be used as a basis to plan the future classes. For e.g. by highlighting aspects of the language the pupils were thought to have mastered, but in fact they still have difficulty with. These tests will unfold to the teacher the students who are not keeping with the rest of the class and who may need extreme help. The tests must necessarily reflect subject of study and the type of activities that are done normally in class. These tests are the quantitative element of the evaluation process.

The other categories that the teacher should evaluate the students in order to analyse them thoroughly are:
  (i)   Communicative abilities and uses of English
  (ii)   Attitude towards learning
  (iii)   Behaviour in Classroom
  (iv)   Socio-cultural and Inter- curricular themes.

On the basis of all the assessment made, the teacher arrives at certain decisions like the following:
- Which students will be assessed and why?
- What will be the focus of the assessment?
- What assessment strategies will be used?
- How will the information be recorded?
- What patterns emerge on the basis of evidence collected? What does this tell me about the child's learning?
- What is the best way to report the information?
- How will I use this information to inform my teaching?

At the primary level, many teachers use observation, work samples and self-evaluation as tools in the process of assessment and evaluation.

During various classroom activities, students demonstrate what they think, know and can do. They are able to demonstrate the application of long processes and learning strategies.
A great deal of information can be gathered about the student's attitudes and knowledge and understanding by talking to students. Dialogues can provide a wealth of information about students and their learning. But, unfortunately, such informal observations are not considered standard evaluation results.

==
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sheeba Manodh, Taking Assessment Forward: A Milestone in English Language Learning   81

If it has to be accepted by parents and the management, the teachers will have to effectively record data gathered in this way. When observational data is recorded, it can give concrete evidence of students learning.

The various strategies that could be used to record data are:

(a) <u>Anecdotal records</u> – they are short narrative description of observations in the classroom. These anecdotal comments should lead to interpretation and recognition of patterns of learning that emerge cover time.

Students' progress ought to be monitored on a regular basis and has to be communicated to the students at regular intervals. Development in language learning cannot be conveyed by letters, grades, symbols and marks.

Words like satisfactory, good and very good are too clichéd to be used in the present time. Teachers must be able to frame better phrases to explain their thoughts about the performance of the students.

Teachers who put in those extra miles in their assessment process can provide valid corrective instructive and help students to demonstrate success in their long learning process.

The assessments which are best suited to guide improvements in student learning are the quizzes, tests, writing assignments which teachers administer on a regular basis in their class rooms. The results from these tests can be trusted because of their direct relation to classroom instructional goals. They are easy to analyze at the individual student level. But if these assessments are to be used to bring in improvements they ought be viewed differently and interpreted in other ways. Teachers would have to see their assessments as an inevitable part of their teaching process.

(b) <u>Checklists</u>: A checklist is a written list of performance criteria. When the teacher observes the students' performance, she determines whether the performance or the product meets each performance criterion included in the checklist. When it does, a checkmark is placed next to the criterion. The checklists are diagnostic, reusable and capable of charting student progress. These types of checklists provide a very clear and vivid record of the student performances. The teachers must discuss about these records of the students with the students to enable them to know where improvement is required. It provides diagnostic information. Using the same checklists more than once is an easy way to obtain information about a students' improvement over time. However, checklists are not a failproof method to assess a students' performance thoroughly. There are a few limitations. Checklist provides the teacher with only two options for each criterion; performed or not performed. There is no middle ground for scoring. It is difficult to summarize a students' performance into a single score.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra **Editors.** *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sheeba Manodh, Taking Assessment Forward: A Milestone in English Language Learning **82**

(c)   Rating Scales: Rating scales help the observer to judge a performance along a continuum than as a dichotomy. It provides a broader range of scores. A judgement by the teacher determines the grades. Rating scales provide a range of categories for assessing a students' performance and thereby provide detailed diagnostic information.

(d)   Rubrics: Rubric is a set of clear expectations or criteria used to help teachers and students focus on what is valued in a subject, topic or activity.

Robinson (1991, p. 46) maintains that methods might overlap and there is no such thing as a method. Therefore, lecturers need to remember that there is no perfect method and they can fine tune their methods based on the students' disciplines, needs and course objectives. It is also better to try to use innovative techniques to arouse the students 'interest and impede boredom. The important point is the purposeful and meaningful implementation of classroom activities because "different approaches will be appropriate in different settings." (Bunch 2006, p.299).

Assessments are always a much-debated topic where there are so many dos and don'ts. There are quite a number of limitations which could hinder the process of classroom assessments. For e.g. The lack of training for teachers, limited time period for learning and teaching process, practical difficulties faced by teachers in classroom and a varied range of students from different background. These limitations cannot be easily overlooked as they could prove to be stumbling blocks on the route to learning and evaluation. When we move on to the different phases of evaluation, formative assessment or continuous assessment that happens on a regular basis in classroom could certainly bring about best results in language learning which is the ultimate goal of a true English language teacher.

==

References

- Bachman, L.F. and Palmer, A.S. "Language Testing in Practice". Oxford: Oxford University Press, 1996. Print
- Brown, J.D and T.D. Hudson. "The Alternatives in Language Assessment," TESOL Quarterly 32 (1998) Huerta Macias, A, "Alternative Assessment: Response to commonly asked questions". TESOL Journal (1995)
- Bunch, G.C. (2006), Academic English in the Seventh Grade Broadening the lens, expanding access. Journal of English for Academic purposes 4(2),353-367.
- Falchiko, Nancy "Improving assessment through student involvement: Practical solution for aiding learning in higher and further education. New York Routledge Falmer (2005)
- Frey, Bruce B. And Schmitt, Vicki L. "Coming to Terms with Classroom Assessment". Journal of Advanced Academics, Volume 18, Number 3, Spring 2007.
- Huerta Macias, A, "Alternative Assessment: Response to commonly asked questions". TESOL Journal (1995).
- Hughes, Arthur. "Testing for Language Teachers". Cambridge. Cambridge University Press, 2005.

==
Language in India www.languageinindia.com ISSN 1930-2940 19:3 March 2019
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
Sheeba Manodh, Taking Assessment Forward: A Milestone in English Language Learning   83

- Robinson, P.C. (1991) ESP Today: A Practitioners' guide. New York: Prentice Hall
- Russell, Michael and Airasian W, Peter. Classroom Assessment –Concepts and applications. McGraw Hill, 2012.
- Shohamy, Elana. "The Power of Tests: The Impact of Language Tests on Teaching and Learning". NFLC Occasional paper. Washington DC: National Foreign Language Centre, 1993. Print.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
Sheeba Manodh, Taking Assessment Forward: A Milestone in English Language Learning   84

Teaching and Learning in Classroom Environment

M. S. Shyamala
Assistant Professor, Department of English
SRM Valliammai Engineering College
SRM Nagar, Kattangulathur – 603 203

M. S. Sarala
Assistant Professor, Department of Career Development Centre
SRM Institute of Science and Technology
SRM Nagar, Kattangulathur – 603 203

==

Abstract

Teaching and learning provide different perspectives depending on the environment created by the teacher during classes. Teachers can engage the classroom environment activities by delivering updated subject related information so that the students will be attentive in the classroom. Every student must have an interest to learn new things in order to develop his knowledge and career. Students must learn new techniques from their teachers.

Teachers play various roles in the lives of students in the classrooms. They are willing to take up the role of educating the students. Teachers also play many other roles in the classroom.

Some of the roles are:

1) Building a warm environment, mentor and nurture students
2) Becoming role models
3) Listening and looking for signs of trouble

Teaching Knowledge

The common role played by the teacher in a classroom is to impart knowledge to the students. They are given a syllabus which is based on the state guidelines. This syllabus what we call it as curriculum is followed by teachers throughout the year and all relevant knowledge is dispensed to the students. There are many ways which include lectures, small group activities and worksheets on learning activities.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. S. Shyamala and M. S. Sarala, Teaching and Learning in Classroom Environment   85

Creating an Atmosphere in Learning

Teacher's role is important in the classroom. If a teacher is happy and creates a happy environment the students are more likely to be happy. The attitude of the teacher decides the positive or negative ambience of the classroom. When the students sense the lack of enthusiasm of their teachers, students may react negatively and therefore learning can be impaired. Teachers are responsible for every student in the classroom and hence, their social behavior in the classroom plays a major role.

Role Model

Teachers typically don't think of themselves as a role model. As students spend more time with teachers, the teachers become a role model to them. Teachers not only teach the students, but also care and love them. Teachers are highly respected by people in the community and therefore become a role model to both students and parents.

Monitoring

Monitoring is a natural role taken on by the teachers, whether it is intentional or not. This can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can and also encouraging students to enjoy learning new things. The major role of the teacher is to listen to the students by taking time to listen to them. This helps them to build their confidence and to find various methods to enthrall their minds.

Use Visual Aids

The teachers can provide visuals aids, which will capture students imaginations which will encourage them to stay focused. For students who are visual learners, visual aids help to understand better and in an effective manner. Visuals should be simple and relevant to what the students are learning. Teachers must encourage the students by asking questions about the subjects and assignments before and during task. A question asked by one student helps all of them to learn and stay focused. Teachers should also ask questions that require input from all the students.

Remove Distractions

A distracted class is an unfocussed class. Therefore the teacher must identify potential distraction before it begins. It may be because of their behavior that influences by what they see in their community and environment. Making a note or identifying them at the initial stage is the role of the teacher who can change the classroom environment based on the mentality of the students.

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. S. Shyamala and M. S. Sarala, Teaching and Learning in Classroom Environment   86

Types Of Teaching Methods

- Teacher's centered methods
- Learner's centered methods, and
- Content focused methods.

Teacher's Centered Method

Here teacher involve themselves in the role of being a master of the subject. Also the teacher looks upon the learners as an expert or an authority. A teacher's approach is one who activity in the class is centered on the teacher. It can be completed to a learner – centered approach. Teachers – centered lessons are generally associated with traditional approaches to language learning, but teachers centered activity can be useful in a variety of ways in teaching.

Learner's Centered Method

A more student- centered approach prepares students for the many distractions of adulthood; students gain an understanding of their own learning style. To get more control or how they spend their time. They get to collaborate with other students.

Content Focused Methods

The teachers and the learners have to be involved in the content that is taught generally. The information and skills to be conveyed to the students are very essential and so a lot of emphasis is to be laid on the clarity and careful analysis of content. This method is driven by the situational analysis of what is an appropriate thing to learn. They need the participatory understanding of varied domains and factors. Teacher's preparation rephrases the presentation in advance of the session. The teachers must anticipate any difficult steps or possible interruptions by having all materials within reach.

Brainstorming

The purpose of brainstorming is to discover new ideas and responses very quickly.   It is an easy way to get bright ideas. Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. The ideas can be listed exactly as they are expressed on a board, flip chart or written on the papers. This kind of brain storming energizes the session. Even the more reserved participants should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts.

Role Play

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. S. Shyamala and M. S. Sarala, Teaching and Learning in Classroom Environment   87

In role play the participants use their own experiences to play a real time situation. The participant's self-confidence gives them the opportunity to understand or even feel empathy for other people. The viewpoints generated usually ends with the practical answer, solution or guideline. This role will render necessary benefits by using new techniques in an innovative manner. This can be a useful methodology with different perceptive ideas to enhance the motivation among students which will improve the level of enthusiasm of their learning. This kind of learning could help students pursue self learning. Teachers need to ensure that both teaching and learning provide means to develop the personality of the students as well.

Conclusion

In this research paper, a few teaching and learning techniques have been dealt with so as to make classroom learning interesting, rewarding and productive. Role play, Real time situation, self-confidence and level of enthusiasm of learning takes a part to improve students in teaching learning environment. Hence, this research paper proposes the way how the mentor has to maintain a good relationship in teaching and learning.

==

References

Asher J (1977) Learning another language through actions
Vasthukmen H (2010) Designing courses in English for specific purposes

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M.Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
M. S. Shyamala and M. S. Sarala, Teaching and Learning in Classroom Environment   88

Developing Communication Skills:
A Diagnostic and Remedial Approach

N. Lakshmana Perumal
[1]**Professor & Head, Department of English, SRM Valliammai Engineering College, Kattankulathur, Tamilnadu**
anirath1234@gmail.com

Dr. T. Pushpanathan
[2]**Assistant Professor, Department of English, SCSVMV University, Enathur, Kancheepuram, Tamilnadu**
pushpanath.scsvmv@gmail.com

S. Shyamala
Assistant Professor, Department of English, SRM Valliammai Engineering College, Kattankulathur, Tamilnadu
shyamalanivashee@gmail.com
==

Abstract

The enhancement of the language skills of the Non-native speakers depends upon the training offered to them. In the process of learning the English language, the learners have to develop themselves in many respects such as using proper sentence structures, correct pronunciation and proper body language. The teachers while teaching the slow learners have to use different methods to keep the learners on the track. One such method is experimented in our paper, where the role play of two learners is recorded and feedback is offered for improvement. In the second and third practice, it is found that considerable improvement has been achieved.

Keywords: Communication Skills, diagnostic, remedial, Tertiary level, Extended classroom activity

Introduction

English is an international language and it has become the most common language. It is used for multifarious purposes. The English words are being mixed with one's native language during the process of communication. When that is the state of English language, it is questioned whether it has been mastered by everyone.

'English? Easy! I could speak it perfectly by the time I was five.'

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
N. Lakshmana Perumal, Dr. T. Pushpanathan and S. Shyamala
Developing Communication Skills: A Diagnostic and Remedial Approach   89

'I wish I could learn English properly, but it's such a difficult language.'

-   **John Seely**

The first one is expressed by the Native Speaker of English language. Learning English seems to be easier for the Native speaker because it is the language of the speaker's environment. There is actually no difficulty in learning one's native language due to the availability of different resources.

But, the second one is expressed by a Non-native speaker, whose mother tongue is not English. As far as the Non-native speaker is concerned, the reasons for the intricacies in learning the language can be presented as follows.

i) The language is quite new to the learner. He has to learn from the alphabet and start mastering the rubrics.

ii) English is not the learner's language of environment.

iii) Even though English is taught from earlier school classes, the application part of the language is missing to a greater extent.

iv) The learners' lack of interest.

v) The teachers' lack of involvement in teaching.

The students who had been trained well at schools are generally good at language. Particularly, they are good in the speaking skill. In general, the categories of students noted below are poor in English.

i) The first-generation students.

ii) The students whose parents are not highly educated.

iii) The vernacular medium students.

The students with average language skills after completing their school studies, get admitted in various tertiary level institutions. They also select engineering as their course. At this juncture, they encounter a lot of problems in understanding the subjects taught in English. Though the syllabus has been framed in such a way that there is scope for training all the LSRW skills. As certain students have poor language skills, they find it very difficult to cope with the

===
Language in India www.languageinindia.com **ISSN 1930-2940** **19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
N. Lakshmana Perumal, Dr. T. Pushpanathan and S. Shyamala
Developing Communication Skills: A Diagnostic and Remedial Approach   **90**

subject. They have great difficulties in writing general essays, paragraphs on scientific and technical topics and so on. The teachers handling English too, have difficulties in training the students. They don't have sufficient time for offering a full-fledged training. However, they manage to train the slow learners by way of extended class hours. The role of English teachers is focused towards completing the syllabus and also to train the students to use the language for their practical lives.

Hence, it is necessary to chart out different methods for training the students in English. One such method is experimented by the authors. It is practising the learners in role plays.

The paper aims at training the learners in role plays. For experimenting our method, two poor speakers, studying I year B.E. Programme are identified from the authors' classes and role play practices are video-graphed. The topic given to them was 'Assignment'. Points related to the topic were given to both speakers. One was directed to ask questions and the other was asked to answer the questions. As the speakers are poor in language skills, they have some reservations to speak. They actually have problems in questioning and answering. But, they were not given any help at the initial stage. Their dialogue was video-graphed. The points given to them on the topic 'Assignment' are as follows.

i) Topic of the assignment.

ii) Date of announcement.

iii) Topic - easy or difficult.

iv) Reference books available.

v) Where to get reference books?

vi) Whether to use paper or notebook?

vii) Date of submission.

viii) Date extension possible?

ix) Marks for the assignment.

Pre-feedback Task
The video of practice 1 is the dialogue of the speakers without any preliminary training.

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
N. Lakshmana Perumal, Dr. T. Pushpanathan and S. Shyamala
Developing Communication Skills: A Diagnostic and Remedial Approach   91

Video of Practice 1
https://www.youtube.com/watch?v=U4HPVRY1T7s&feature=em-share_video_user

The learners were asked to converse with each other with the points given to them on 'Assignment'. After the recording, the video was played step by step and the problems were identified. The problems are noted below.

    (i)   Low confidence level.

    (ii)   Low audibility due to their nervousness.

    (iii)   Acute problems in constructing sentences.

    (iv)   Lack of fluency.

    (v)   Problems in pronunciation, accent and intonation.

    (vi)   Problems in body language.

For example, relating to the problems in sentence construction, the learner who poses questions, out of nervousness uses the statement like this.

'Have we to use paper or pen for writing assignment?'

But the point given is 'whether to use paper or notebook for writing assignment?'

The dialogue between the two learners clearly states that they are very poor in language skills. The English teachers in general, are quite comfortable with the above average students. But, training the slow learners is actually a herculean task. At tertiary level, the teachers undergo difficulties in training the slow learners. As English teachers, when they deal with a heterogenous group, they cannot outrightly put aside their responsibilities of shaping the slow learners.

Post-Feedback
The video of practice 2 is the dialogue attempted by the speakers after a feedback.

Video of Practice 2
https://www.youtube.com/watch?v=Ns_Jdy9S2HM&feature=em-share_video_user

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
N. Lakshmana Perumal, Dr. T. Pushpanathan and S. Shyamala
Developing Communication Skills: A Diagnostic and Remedial Approach   **92**

The post feedback video shows considerable improvement in the learners' dialogue. They are

(i)   Improvement in the confidence level.

(ii)   The audibility has increased.

(iii)   Improved sentence structures compared to video 1

(iv)   Fluency has improved.

(v)   But still, there are problems in pronunciation, accent and intonation.

(vi)   Slight improvement in body language. But, still the learners have to be trained.

As the initial focus is on general aspects with regard to the language skills, the authors have not taken pronunciation aspects and body language at this juncture. An overall impression is, video 2 shows a comparatively better performance than video 1.

What happened in between video 1 and video 2? The Feedback is actually a magic wand. The trainers offered feedback touching upon all areas of their dialogue with respect to the topic 'Assignment'. The learners too could understand their problems. The feedback helps the learners to get an exposure to the language with respect to this context.

Post-Feedback

The video of practice 3 is the dialogue of the speakers after the second feedback.

Video of Practice 3
https://www.youtube.com/watch?v=PFrODSbGAXg&feature=em-share_video_user

The third dialogue was done with utmost improvement. The speakers were able to deliver the content satisfactorily. There is a vast difference between video1 and video 3. Again, the second feedback had helped the learners to improve still further. In video1 and video 2, by mistake it is stated as 'Have we to use paper or pen?'. But in video 3, the speaker corrects it and poses his question as 'Have we to use paper or notebook?'

This paper attempts to diagnose the problems and explores remedial measures by offering feedback. Depending upon more practices, more improvement can be achieved. Further, it can

==
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods &*
Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms
N. Lakshmana Perumal, Dr. T. Pushpanathan and S. Shyamala
Developing Communication Skills: A Diagnostic and Remedial Approach   93

be thought of improving the pronunciation aspects and body language too. A single training cannot yield a full-fledged improvement. Hence, the trainer should plan for more training in role plays, presentations, narrations and so on. Due to time constraint, the trainer has to offer training as extended classroom activities.

===

References

[1] Carmine Gallo. 2014.Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. St. Martin's Press.

[2] Dale Carnegie. 1998. How to Win Friends & Influence People? Pocket Books.

[3] Leslie T. Giblin. 2010. Skill with People. Leslie Giblin; Cover Has Some Water Stains edition.

[4] Leslie T. Giblin. 1985. How to Have Confidence and Power in Dealing with People. Prentice Hall Press.

[5] Douglas Stone, Bruce Patton, Sheila Heen and Roger Fisher. 2010. Difficult Conversations: How to Discuss What Matters Most. Penguin Books.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 19:3 March 2019**
Prof. N. Lakshmana Perumal, Sheeba Manodh and M. Chithra Editors. *Effective Strategies, Innovative Methods & Integrated Pedagogical Approaches to Learning and Teaching English in Heterogenous Classrooms*
N. Lakshmana Perumal, Dr. T. Pushpanathan and S. Shyamala
Developing Communication Skills: A Diagnostic and Remedial Approach   94