

**TEACHING LARGE CLASSES IN INDIAN CONTEXT****DR. B. KRISHNA CHANDRA KEERTHI**Asst Professor of English
Govt. City College (A)
Hyderabad**ABSTRACT**

Teaching large classes is a reality in many countries all over the world and India is in no way an exception. Large classes pose varied challenges to the teachers and nevertheless they also offer some advantages to the teachers. The question that many face is what a large class is in quantitative terms. But research studies reveal the fact that the size of the classroom doesn't matter, and what is important is what or how the teacher perceives his class to be and if he feels that there are too many students to progress then such a class may be considered to be a large class. The large classes can be large multilevel classes / large classes with mixed ability / large heterogeneous classes. Managing the classroom, maintaining control or discipline, to meet or cater to the needs of the individual interests, or learning styles, planning and implementing pair and group work to encourage cooperative learning, teaching with limited resources, and motivating quiet /dull students / slow learners in heterogeneous classes are some of the challenges confronted by the teachers in large classes. On the other hand the benefits that the large classes offer to the teacher also can never be undermined. Having adequate strength of students for a fruitful interaction, availability of a rich variety of human resources, scope for bright students to grow as leaders so that they can assist other slow learners and finally the teacher rising to heights professionally being involved in a challenging environment are advantages in store for the teachers for handling large classes.

Key Words: Teaching, large classes, English, India

Teaching large classes has been a common phenomenon in the global context but what constitutes a large class is the nagging question. But the definition and the limitation of the term or concept depends on the perception of the teacher. The size can vary from 40-600. Size is an aspect under consideration on one hand where as there are different levels of proficiency among the students as teachers quite often complain about like the gulf of gaps between the learners who can speak fluently but inaccurately and yet another category of students who can read and write well yet fail to construct even a single correct sentence. Large classes on account of the size turn out to be classes of great variety, multilevel, mixed - ability and heterogeneity. Students not only differ in terms of language acquisition ability, but also in age, motivation, attitude, interests, intelligence, self – discipline, and aptitude. Besides these there are other parameters such as different genders, maturity levels, occupations, social, economic and cultural backgrounds, and ethnicities. As such teaching in a large classroom setting becomes increasingly difficult and complicated. The teacher's task becomes three fold.

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**The Advantages and Challenges of the Large Classes:**

The fringe benefits that the large classes offer need a special mention.

Advantages of large Classes:

Adequate Strength of Students for Fruitful Interaction:

The richness and the colorfulness of the large class can be perceived well only when a study of the features of the small class is taken up. In view of the familiarity of the learners among themselves, and due to lack of variety in a small class, the classroom environment becomes dull after sometime. Large classes owing to the size provide scope for fair interaction among themselves which in turn leads to wide range of learning experiences.

Rich Variety of Human Resources:

Large classes which assume the contour of multilevel classes, classes with mixed-ability and heterogeneous classes present variegated contexts, many opinions, and several points of reference, varied cultural and social backgrounds, different temperaments, a number of world-views and values, composite experiences, and a variety of learning styles. This rich pool of differences can be utilized by teachers to the advantage of students by creating colourful, interesting, varied, meaningful, thought provoking, and student-centric teaching-learning materials.

Moreover large classrooms also provide the learners an opportunity for creating a positive atmosphere by taking up activities involving ice-breaking sessions and introduction coming to know about one another thereby developing a certain bondage and rapport among themselves. Such activities also induce language learning. Some more activities like expressing opinion on any given topic/subject, circle talk wherein matching partners who stand opposite to them in two levels of circles, inner circle, and outer circle, judging or assessing familiar people using adjectives and by doing so developing language skills and vocabulary.

Prevention of Boredom, Monotony, and Dullness in the Classroom Setting:

Interest and attention are created, sustained and retained largely due to the densely populated learners from varied backgrounds, needs, tastes, opinions, attitudes, aptitudes, experiences giving no scope for stereotypic environment, boredom, monotony, and dullness at no point of teaching-learning process in the classroom. As part of arousing interest and keeping it through out much needed activities may be planned and carried out such as name stories, finding out the following certain hints, clues or leads.

Pooling of Resources, Developing Leadership Qualities, Bringing out the Talent, Cooperative / Collaborative Learning:

The teachers get ample opportunities in large classes to give way for peer group teaching learning, identifying and tapping the resources, brighter, talented students and developing leadership qualities in them, instilling, infusing confidence in them, bringing out their innate latent abilities. The teacher needs to recognize the advances learners, train them to mould

them as his teaching assistants who can take up dissemination of their knowledge to their peers, the slow learners. This activity enables the learners to develop cooperative /collaborative teaching-learning, interpersonal relationships, and interdependence. Positive aspects such as constructive competitive spirit and good will can be fostered. The teacher can plan some activities like role play, and group discussion to further the needed skills.

Professional Development of the Teacher:

Teaching in a large classroom setting is in itself a great challenge to the teacher and he can make most of that challenging task to unleash his potential to the maximum, improvise his teaching techniques, and skills, design new strategies for achieving control over the classroom, shape/devise/mould the classroom into an interesting, colourful, and lovable environment. The teacher's professional development increases in manifold ways. With the rich aura of experience, composite range of learners he tries his level best to reach, meet and caters to the needs, interests and tastes of his students thereby advances professionally.

Challenges before the Teacher:

Control over the Classroom / Maintaining Discipline:

While facing/handling a large class, the teacher is always most likely to feel uncomfortable, displaced or misplaced, and out of control. Classroom management appears to be difficult. The varied attitudinal differences, varying temperaments, backgrounds, natures, behavioural dissimilarities and clash of interests all create a certain chaotic state for the teacher. Additionally if the teacher has a feeble voice and lacks a commanding and convincing communicative competence things will be even worse. Keeping the students systematically, and in a disciplined way is one side of the coin and meeting/reaching out to them catering to their needs, individual differences, learning abilities, tuning their pace, satisfying their maturity/I.Q levels is an uphill task for any teacher.

Being Caught/Stuck up / Getting Trapped in Managerial Issues:

There arise many issues during handling of large classes such as taking attendance without wasting much of the valuable class teaching time, ensuring the homework/assignment given reaches all and whether all turn up with the work entrusted, checking the work properly, what to do with the late joiners, slow learners, and how to make them catch up with others which need to be addressed for a smooth functioning and successful conduct/delivery of the classroom teaching.

For resolving these issues, a clear, well defined plan of action need to be prepared and executed like drawing a schedule for the daily routines viz., collection of assignments, correction work, day wise activities, devising new means like auto-correction mechanism, cross correction, that is correction work to be done by different persons.

Huge Amount of Written Work:

In view of the enormous work of paper correction, assignments, homework, the teachers more often than not fail to do the job of assessment/evaluation to their satisfaction nor are

they able to provide correct feedback to the students so that they can know where they went wrong and in which aspects they can make up for the lapses. Training the students adequately appears to be the best solution which can aid the teachers at lead to some extent if not fully alleviate the burden fully.

Meeting the Individual Differences/Learning-Abilities/Styles:

It is almost impossible to reach out to the learners with different learning abilities, learning styles, backgrounds and needs. The teachers find it a Herculean task to do so in a large heterogeneous class/ class with mixed ability, or multilevel class.

Motivating the Quiet / Dull Students / Slow Learners:

Equally annoying, problematic, disturbing / difficult issue is that of motivating /activating / inspiring dull /quiet learners. They remain in a shell, mostly passive, and in a state of an inertia. They continue to be introverts without any social movement.

Guiding Principles for Success in Large Classes:

Certain guiding principles need to be designed and followed for success in large classes.

1.Immaterial and irrespective of the teacher's commitment, and resourcefulness, the large classes always pose/create hitherto unforeseen, unprecedented, and new challenges which need to be answered. The only and the best possible solution is to take some time for thinking, and brainstorming for finding out a better, amicable and feasible solution.

2.The teacher in order to gear up to the wide range of learners that can be present in the class, need to prepare/devise/design a variety of activities that match the requirements of varying levels of students sufficiently well in advance, and see that they are effectively performed in the classroom.

3.Pacing the learners basing on the individual learners and pacing the activities moderately according to the situation and context, neither too slow nor too fast.

4.While designing the activities every care needs to be taken to see that the interest of the learners is sustained throughout, and also that at no point of time boredom/fatigue sets in. The planning of the activities should be done meticulously in such a way that the learner's curiosity is aroused.

5.Activities should be framed carefully to allow / accommodate group work/pair work which allows all the participants to be active. Though the ideal size of the group is 3-5, even ten members can form a group. Different roles may be assigned to all the members in the group. Extending cooperation, extracting cooperation, and working in collaboration all become a part of the teaching learning process.

6.To promote individual learning, the teacher has to design activities like projects, posters, reports book reviews, film reviews, self-access centres, student-created web pages and make the learners go for them which give them scope for individualization, doing at one' s own pace.

7. The teacher needs to prepare some tasks which include exchanging/sharing of personal information such as interests / hobbies, future plans etc which help the learners to know about one another, develop communication skills, interpersonal relations, and socialization skills.

8. Open-ended exercises provided at the end of language text books will appeal to the multilevel learners rather than the close-ended exercises.

9. Establishing routines, planning schedule, makes the large heterogeneous classroom teaching simpler and easier. The routines set in a preplanned manner about recording the attendance; assigning projects, tests, and self assessment/evaluation of the progress pave way for the success of the large classes.

10. Asking questions that create and arouse curiosity and interest among the learners is important in large classes.

11. Getting to know about the students and familiarizing their names makes the large classroom setting lively.

Evolution of Some Strategies for the Success of Large classroom Teaching:

Role of Group Work to Aid Teaching in a Large Class:

In a large class, students clubbed in pairs and groups help each other and learn from each other. The teacher needs to organize the groups to suit the students' abilities.

1. Mixed ability Groups: The advanced learners take up certain parts and help the slow learners and thereby lessen the burden of the teachers. The appointed group leaders / monitors supervise and assist the lagging learners.

2. Same ability groups: In this group the teacher allows the advanced learners to progress according to their own pace whereas the teacher focuses and pays special attention on the slow learners.

3. Handling Situations Where Inadequate Resources are Available :

4. Group work can help the teachers to manage with few resources (text books/study materials/reference sources). The teacher by forming groups can see that each group will have a text book/set of study material at least if not all.

Developing Good Discipline in a Large Class:

The teacher can develop good discipline in his classroom by establishing a code of conduct / behavior evolved through discussions with the students.

1. The learners need to work quietly.

2. They can discuss with others but not loudly.



3. Those of the learners who have finished their tasks can engage themselves in other useful and fruitful activities inside or outside the classroom without disturbing the others who are still busy and involved in their tasks.

4. For the success of the large class room teaching practice the teacher can nominate advanced learners who are disciplined and responsible as group leaders to monitor the slow learners and for assisting him in all aspects including the correction/ checking the assignments/homework.

5. Secondly the teacher need to plan with a number of a variety of activities inside and outside the classroom to offer to the learners without wasting the valuable classroom time by searching when needed.

6. Finally audio-visual teaching and tasks will be of great help to the teacher as they grab the attention of the learners especially in the context of large classes.

7. In the final run the success of the large classes depends on the resourcefulness of the teacher, his tactful handling of the situation, managerial skills, and the rich pool of activities/tasks in store prepared by him/her well in advance such that they meet the needs, range of the diverse categories of the students.

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**PROBLEMS OF TEACHING AND LEARNING ENGLISH IN INDIA****DR. I. M. KHAIRDI**

Assistant Professor

C.B. Khedgi College

Akkalkot

ABSTRACT

English language has played a very vital role in India before independence as well as is playing the same role after it. Now it is the language of education, administration, judiciary, information technology and we can say it is the token to become successful in life. It is providing new ways and new opportunities to new learners. To teach English language in India is a challenge as we have to follow learning styles, motivation for students, diverse socio-economic and linguistic background of learners and medium in which teaching is going on in colleges, rural background, how many students are exposed to English atmosphere. The influence of mother tongue and students who are not ready to come out of their fear of speaking English in public and students' evaluations and testing their professional development to get their ways in choosing careers etc. Before teaching English language as a foreign language to Indian students, teachers have to think and go through the psychological condition of their students, about the readiness of their acceptance of the foreign language.

It is the need of the time to put the right skills and correct knowledge among students in order to see that their career opportunities are available maximum if they have the fluency of English language and they acquire the basic skills of the language. It is very hard to teach English in India, as there is no correct policy. Policy makers are committing mistakes, teachers are not getting the suitable teaching material, no qualified teachers are available and the main hurdle is our faculty examination system. In the present research paper we are going to discuss two problems the teachers are facing in teaching English language in colleges and particularly in rural India. It is the duty of policy makers to make the syllabus career oriented and they have to see how the fear of English language will go out and how we can give maximum exposure to students.

Keywords: Career oriented syllabus, exposure, teaching learning atmosphere, to gain the knowledge, socio-economic background, rural conditions etc.

India is a very vast country. There are hundreds of languages the Indian speak daily. There are so many regional languages as well as there are so many oral languages the Indian speak in their conversations with each other. Here we are going to discuss the importance of teaching and learning English language in the Indian context. All languages are important and mother tongue is the most important in the development of early childhood. The importance of mother tongue we do not deny, because of mother tongue only the child can be in a position to express feeling, can converse and learns to do all the early things of life. The child can imitate and learn the language which he hears and copies to talk in the same language.



English language is a foreign language and it has its own importance now a days. The Indians were under the rule of British people for more than 200 years. While handling the reins of rule in India the British people also put the seeds of English language deep in Indian society. Now we can see that the English language speaking and writing became a token of success in 21st century. All the professional courses, education in IT, working in MNC's etc. require the fluency and the deep knowledge of English language.

The English language is playing a very vital role and seeing the government of India also made English language compulsory from 1st standard in schools of all mediums. English language is must language in every school, college and the knowledge of it is must if students want to become successful in their lives. But teaching and learning of English language is not so simple. It is a challenge and teachers and learners both come to face many hurdles in acquiring or in imparting it. Today English language is studied by students for its commercial and political value as well as to make a good future in career. Learning or teaching a foreign language is not an easy task in India. To teach English language in India as a second language and that is also in the surrounding where the language is not spoken by majority, it is a challenge and the teachers face many daunting tasks and problems.

We can see there is a limited environment of English language in India. The students of India they are living two lives. One in the classroom and one are outside the classroom. In most cases the students try to speak in English in the classrooms under the supervision or in the presence of teacher, but once outside they are without control. So instead of English they converse with each other in their mother tongue. The school classrooms are now more equipped with all needy things like furniture, location, gadgets as they are also necessary for building the atmosphere. But we can see that students are not in the habits of listening to others what they talk in English or they themselves are not ready to talk in English with others. As a result it becomes very hard to grasp the English language rules, accents and grammar. It is even hard thing that while speaking in English or telling something to students in English language teachers are not in a position to find out the correct word in regional language or equivalent of English for truly communicating all the experience to students. There is abundant learning material available that lead in the learning process. The books are necessary for learning but they are not enough for themselves. With books we need audio books and tool, the needy apps of correct English words pronunciation. There are so many graduates in India who get their degrees in English but they are not in a position to pronounce the word correct. If students have the access to the gadgets, apps related to the pronunciation then certainly their pronunciation will improve, also teachers will be helpful while teaching in the classrooms.

The main source of listening to the English words for students is from movie and English serials. They listen the words and sentences how the characters speaks in them and they themselves imitate the same and in it they learn wrong English speaking because many serials and movies contains slang words or the words from local dialects. So these words if they use are not appropriate in many forms of communication in daily life. The students what the knowledge they have about English speaking or how they speak with friends or how they speak in homes in the same way they write in their examinations. But that language is not acceptable. While speaking they have to abide by the grammatical rules.



There is a fear in students as they do not study English language paper as they study other papers. Many times we see that the students speak in English only in the class or before the English subject teacher. Otherwise in other periods or in campus they speak in their mother tongue. They are fearful of English teacher, English language grammar and the fear of speaking wrong language. So they do not practice pronunciation. Thus do not practice communication exercises. Do not study essay writing or thus do not spend time in acquiring or learning new words. They have to use dictionary but many students do not know how to use it. There are many questions why do students not able to speak or to learn English in classrooms?

Even though there is the availability of adequate qualified teachers, adequate learning materials and the atmosphere is also created for native English speakers but still there are numbers or problems in English language teaching and learning. Students learn second language when they are forced to learn it if not they neglect it and remain behind. It is the duty of teachers also to see that students must communicate only in English language in the class with teachers or even if they talk with their friends. It must be a rule of colleges that all students must follow English talking when they enter in the college campus. The teachers must encourage students to talk in English or ask questions or give answers in English only. Do not allow them to speak their native language. If the atmosphere is created in colleges and the classrooms of speaking only English, then we can see the effect of this in students' homes or when they are moving in social functions or when they are in society.

It is the duty of teachers to put positive thinking in students. It is seen that for small problems students depend on teachers. The teachers should inculcate the courage and enthusiasm in students that they have the power to solve the problems they face. If students all time take the help of teachers then they are not able to learn the language on their own. Still students say that they don't know what to write, how to write and do something on their own. At that time teachers should encourage them with positive talk to them. If students show readiness to put extra efforts to learn the language, teachers chalk out the plan to improve their English language skills and communication. Such as teachers give the audio and video material to students so that the students correct their pronunciation and they should also listen correct English and see the body language while speaking. The teachers should encourage students in this way that students learn with or without the help of teachers.

There are other problems as well teachers face while teaching English language in India. The Indian students are under the tremendous pressure of their mother tongue. We have many languages co exist in our culture. So they are mixed with each other and they have influence on each other also and so basically Indian students are not speaking their mother tongue with purity. India is a multilingual country and here English language influences on the mother tongue of students. In many educational institutes many teachers prefer 'English only' approach. They do not explain in the regional language but only in English. When such approach is followed vast majority of students remain silent in the class. In some institutes bilingual approach is followed. Here we can see that learners feel free to communicate or they ask questions or their problems in their mother tongue to teachers. Here the English language teaching and learning becomes somewhat easy. But here are drawback, that is



students get minimum exposure and opportunity to use English. The next problem is that students tend to translate concepts and more away from learning English idiomatically.

It is the guidelines of UGC in India to all educational institutions that nobody should be denied the opportunity of higher education. We know that quantity and quality are the two sides of same coin of higher education. The guidelines say that there should be no disparities because of socio-economic condition or because of social status of students to roll in the higher education. As a result of the guidelines today we see large size classrooms and beyond the capacity students are put in classrooms. We are seeing larger classrooms for language studies and it is a reality in India. When the classrooms are large in size and teacher teaches a foreign language how can he ask questions to students or how can he give personal attention to all? The strength of such classes ranges from 120 to 150 students. Individual attention to learners becomes impossible. The testing and evaluation of students become impossible in such situations.

Then we face parents' complaints about their children. Parents are also stakeholders in the higher education of their children. So they also have an important role to play in making the success of their children. English language learning is a combine activity and effort between the institute, students and parents. Parents are expected to involve in the education of their children from basic classes to higher classes. Only if parents take active interest and part in education of children then only children shine in their careers.

Many parent's educational background is not sound to keep the pace of the education of their children. The teaching learning processes of English language require a great support from the family members particularly from parents. It is the need that they should monitor the activities of their children and they should try to make the required atmosphere in their homes. The parents should provide the feedback on teaching learning process, on curriculum and on planning and implementation of all. Parents send their children to higher educational institutes but they do not monitor their performance because of so called weak educational background or because of other occupations of them.

The socio-economic condition of the students and their parents also matters much in learning. Many parents put the burden of education of their children only on teachers. Parents must know the reality of classrooms, the learning capacity of their children before pointing at teachers. Recently some states declared that the English language teaching is compulsory from somebody. The economically sound students join English Medium schools but many still take admission in regional language dominant schools. But when students go for higher or professional courses there the language is used only English as the medium of teaching. Here the students coming out of regional language school find many problems in comprehending or in communication in English whereas English medium students do much better in higher classes. Regional language school students are finding difficulties in task solving, in comprehending or they take much time for understanding concepts. So many teachers think them as dull students who are incapable of learning the basic things of English language and basic methods of English communication.

English is not the mother tongue of most of Indians so when we teach or learn there are so many problems we have to encounter. To teach is a unique experience in India. ELT in India faces several challenges. While seeing the challenges, it is teacher who knows how to take them on and how to tackle with them. It is better not to complaint when we face challenges, efficient teachers are those who accept the challenges and try to find out the way and they recognize the challenges in the field. Only inefficient teachers do not accept challenges but only they complaint what is before them while teaching English. All teachers face difficulties while teaching, it is better to find out the way and not sit with complaints.

Conclusion:

English language teaching and learning without challenges or without problems become uninteresting and unchallenging while teaching in the class. The class teaching should not be one way affair. While teaching both teacher and students should take part in it and they should interact with each other. Teacher should play many roles in the class, same time students should not be silent but on the other occasion they should also take active part in the class activities. It is the duty of teachers to develop the basic and needed skills which will be helpful in language teaching. When teacher faces challenges in teaching certainly, he develops himself professionally. All teachers should show the courage to face and to treat problems as challenges. When they are ready to face them certainly then try to be innovative and new methods of teaching will come up. With that they will also produce new materials and they will be in a position to solve all the problems they face while teaching English language in classes.

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E-LANGUAGE LEARNING AND TEACHING: KEY PROS AND CHALLENGES

YEDAVELLY SRINIVAS REDDY

Associate Professor of English
KPRIT
Hyderabad

ABSTRACT

E-language learning programs have been the pattern around the world. Nonetheless, the viability of these language programs is firmly identified with the conditions in the nearby setting. The execution of e-language learning courses identifying with English language ought to be seen in different points of view. The present students need independent and customized content. This need is satisfied with the online method of learning; here, students can learn at their own solace and necessity. The present research paper deals with the benefits of internet learning.

Key Words: Internet, e-learning, books, benefits

E-language learning always helps language learners to improve language skills. The on-going on the web guidance gave the accompanying outcomes:

- (1) Students are fundamentally prepared for internet learning;
- (2) The students essentially show uplifting mentalities to e-language learning program;
- (3) The e-language program additionally altogether adds to language learning;
- (4) The companions have huge job in e-language learning; and
- (5) There's wide advanced split between the clients, which can be tended to.

Continuing success in web based teaching stages requires action and progress in key zones. These incorporate improving the examination profile of online language communities, proceeding to enhance academically and organisationally and getting satisfactory assets. Since e-learning happens in some virtual environments and is mostly based on using internet and can be done in different parts of the world, it reduces the amount of face-to-face interactions and reduces social relations. Also, since e-learning users need to be able to work with technologies like internet and computers, they have to be familiar with these things lack of technical knowledge can be problematic for users. (Mahammadi 2011)

The Advantages of E-learning in English Teaching:

1. Teaching Resources: Web furnishes us with a huge abundance of teaching resources. We can undoubtedly discover the content data, pictures and sound information on practically any point we like. Incredible tools, like Google, YouTube and other web indexes, can locate a gigantic measure of data in any subject for us. It is exceptionally helpful and the majority of these data can be gotten complimentary. Some portion of the substance has been transformed



into mixed media courseware. Learning turns out to be exceptionally advantageous and intriguing.

2. The Effect of Direct Interest: In psychology, the purported “direct interest”, is that brought about by the necessities of finding the actual thing. Assuming the part of direct interest in learning English is vital on the grounds that it makes picking up fascinating and results in better execution attributable to serious level of focus. Once the educational systems are to be changed, which is student-centered, focusing on direct interest and fostering feeling of language, rather than discussing words and punctuation, students will adapt rapidly.

3. Evaluation: Testing is simpler and additional assessing assignments can be cultivated with students with various tests on the web.

4. Efficiency: It has demonstrated that the effectiveness of English instructing is extremely low in India, so the academic systems must be corrected, and e-learning is giving an uncommon open door. With the assistance of PC and Internet, E-learning brings the progressions of instructive systems and eventually improves the effectiveness of educating and learning.

On the off chance that we demand accentuating sentence structure and jargon, students are just acceptable at finishing tests, and can't gain a language. If we don't change, the new age will in any case be not happy with school instruction in the following 30 years. Language capacity is a sort of mental ability, which needs the privilege academic methodologies and preparing techniques. E-learning will free the substantial work of instructors', yet in addition empower students to handily dominate English.

Challenges for Teaching English Online:

Various examinations analyze the difficulties language teachers have while executing new advances and virtual study hall applications. While self-guided online courseware has gotten progressively famous over the previous decade, English and foreign language teachers comprehend the significance of mixed learning for online language classes. Establishing a mixed learning climate to teach languages online frequently includes utilizing virtual classroom software. Anyway utilizing these applications can make specialized, managerial and academic difficulties except if the correct application is utilized and the correct culture is made when making the change to show English on the web.

Adaptability Struggle

Changing from customary classroom and face to face instructor preparing to PC based preparing in a virtual classroom makes the learning experience completely unique for students.

Technical Issues

Numerous students are not furnished with the high transfer speed or the strong internet connection that online courses require, and consequently neglect to find their virtual classmates.



Computer Literacy

In spite of the fact that students are by and large educated, and in this manner ready to oversee PCs well, absence of PC proficiency is a significant issue among students today.

Time Management

Time the board is a troublesome undertaking for eLearners, as online courses require a great deal of time and serious work.

Self-Motivation

Self-inspiration is an eLearning fundamental prerequisite; notwithstanding, numerous online students need it, causing them a deep sense of shock. e-Learning is always a good news, yet at its underlying stage it represents certain dangers to students. Attitude change and mechanical proficiency would help them acquire trust to prevail in their courses with a positive vibe.

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**ENGLISH TEACHER AND TEACHING STRATEGIES****ADEPU PRIYANKA**

Lecturer in English
TTWRDC (W)
Asifabad
Komurambheem Asifabad District
Telangana State
&

YELAGONDA ANJANEYULU

Lecturer in English
Govt. Degree College
Gambhiraopet
Rajanna Sircilla District
Telangana State

ABSTRACT

English teacher has to perform many innovative things to do in English classroom like a magician. He should act like an actor. He must make the students use language skills in the classrooms and outside of the classrooms. When he teaches text from textbooks only, there is no use. The universities and board of studies demand the teachers to complete the syllabus only. In that case, teachers would satisfy the norms of government. In this scenario, the English teacher must satisfy students and board norms with innovative tasks in the classrooms. The present paper discusses the innovative and interesting tasks that are used in the language classrooms.

Key words: English, Teacher, Teachings, Strategies, Classrooms

Teaching English is not enough in the modern days. The teacher must use different and innovative techniques in the classrooms to overcome many problems. He needs to explain language skills practically. With a wide range of ability levels in each study hall, teachers and instructors should utilize viable methodologies that permit every student to become familiar with the material. The teaching strategies will come in handy for some English teachers regardless of whether the class centers on writing, punctuation or language abilities. Here are a few techniques that are useful to the teachers.

Teaching through Dialogues:

Dialogues are very interesting as they suggest nearby tongue and situation and demand the readers to repeat it much time after the class hours. The dialogues in the mother tongue magnetize the students particularly as they give old stories and opportunity. On the off chance that students realize how to use exchanges, they can attempt to use something similar after class hours moreover. Pointing out the usefulness of dialogue, Pat Pigg (1976) says that dialogues are meaningful natural excerpts of conversation focused on one point of English usage and capable of stimulating further conversation. Dialogues create how to learn naturally without by hearting rules of grammar and other things. One can see the people use many dialogues in their day-to-day lives. They usually pick up the dialogues from television

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Problems of Teaching and Learning English in India by Dr. Adi Ramesh Babu

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serials and movies. The English teacher can teach English through these discourses and request that the students make an interpretation of their exchanges into English and present them in the classroom so they can get trust in their capacity to acquire quick development in language.

Numerous teachers contend that the discourse writing and exchanges are not endorsed in their curriculum however it is their obligation to encourage exchanges to make them to initiate in English and to improve their communicative skills. The policy makers and course writers should dispense some spot for developing students' communicative competence along with grammar. Alright (1979) claims that most students cannot reach a satisfactory level of proficiency if text books do not present materials designed to develop communicative skill. One of the reasons for using dialogues, most probably the underlying purpose, is to enable learners to promote their communicative competence through which they can get the ability to be able to use the target language appropriately. The other factors could be to stress on the language items such as vocabulary, structure, pronunciation and culture." By teaching dialogues, students and teachers focus on phonemic pronunciation issues and focus on right inflection and stress. The teachers should use every day used basic exchanges so they can intentionally and easily participate in the activity. In the event that the classroom is substantial, the teacher should isolate into more modest gatherings and each gathering should have a job. He should show new words and designs and attempt to set the right foundation for the dialogue.

Games:

English language students should be dynamic in the classroom. The customary classroom students were quiet in those days yet the advanced time insists them to be sharp. To cause the circumstance in the classroom, games most likely assume a significant part in this. Steve Sugar (1998) writes: 'Today learners are usually much more active in the classroom, and what better way to be active than by playing games.' If instructors train English through games which can be an awesome method to rehearse genuine circumstances and it will be very eye catching for them. They give a lot of training in their familiarity. There are numerous language games in English language educating. Teachers should choose the appropriate games dependent on the information on the students and their classrooms. The teacher can choose jargon games, syntax based games, explanation games, sentence completion games and questing games. Likewise, by using games in the classroom the teacher is giving his students a greater job, and he, at the end of the day, is venturing out of the frontline which is something positive since it permits students to assume on greater liability. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level. (Langran & Purcell, 1994).

Quiz Competitions:

Competitions will make learning spirit among the students. Teacher can conduct test and quiz competitions on language exercises in English classrooms. The projects encourage the dull and inactive students to involve in the competitions. This strategy work out effectively as members and different students will notice the quiz competitions program. It makes mindfulness and earnestness in the classroom and tests students' accumulation and

safeguarding of knowledge in a real life and genuine circumstance. It encourages independent study and build up self-confidence yet it is not possible to conduct the competitions every day

Creative Thinking:

Thinking out of the box consistently brings fruitful result. At the point when the teacher allots an imaginative work for the students, they think and complete it in an interesting and intriguing way which will tell them the best way to gain proficiency with the things. It can permit students with another comprehension of what has been, what is presently, and what can be. Puzzles, maxims and however inciting questions will convince the students to take out their basic and innovative reasoning.

Teaching English through Web Based Learning:

A teacher who doesn't know technology and innovation won't fulfill the students in the modern English classroom as technology based learning is fastest creating zones. Of course it makes a focal point of consideration of people and make heavy work so natural which keep them to learn or at sometimes addict to web-based learning like sending and accepting messages, e-mails, blogs, WhatsApp, Skype, ipods, twitter, podcasting and so on. An English teacher should realize how to use all these things else he can't prepare the modern students. Technical devices like radios, TV sets, and PCs will assist the students with improving their listening and speaking skills. Diverse applications, for example, WhatsApp, Facebook and sending email will likewise significant in instructing language. We realize that Internet gives a lot of online communicative courses unreservedly. In the event that teachers have Internet facility in schools and colleges, they can easily mould their students to use internet for English language. Since they are effectively pulled into them, there is a wide degree for teacher to explain how they need to use Internet for language learning.

Feedback from the Students:

As the interaction of the class is indispensable so the criticism of the class is additionally vital. At the point when teacher requests the students to give criticism from the class, some of them may falter first and foremost however later on or after certain days, every one of the students will take an interest to give input of the meeting. By insisting the students for input, they would think, examine, compose and convey their conclusions from which they figure out how to speak with other particularly about an occasion and incident.

Besides the above, vocabulary building is a significant part of any English class. This strategy centers a part of every classroom session on building good vocabulary. Teachers and instructors can request that students bring up new words and go over the implications in class or use intelligent vocabulary building practices that identify with the class's reading material. Teachers should conduct some writer's workshops. Have students partake in the writer's workshop a few times every year. The writing workshop model is well used in foreign countries. But it has been hardly conducted in India. It permits students to find out about and participating altogether parts of the creative cycle: drafting, amendment, altering and distributing. Peer response and editing can be a truly important showing technique for both the teacher and the student, and there are many friend reaction procedures to attempt in class. Students get an opportunity to contemplate others' composition and see the outcomes their

cohorts got from a composing task. What's more, teachers can see how various students realize and what techniques may work better in the future. Studies of the characteristics of good language learners (Naiman, et al. 1978) suggest that efficient learners consciously monitor their performances, analyze them, and develop a repertoire of efficient learning strategies. Thirdly, in a self-directed scheme, through reducing the distance between the learner and the teacher, feelings of anxiety, frustration, and alienation decrease, and consequently the learner becomes more receptive to the learning process (Brown, 1973). Cooperative learning strategy is valuable for English teachers who incorporate literature into their classroom. Helpful learning expects students to talk about a piece of writing in little gatherings. It is very important among the students. The encouragement and cooperation would surely motivate the learners to practice language skills.

The teaching techniques or tricks will work out if the teachers use according to the requirements of the classroom. Except if there are no demonstrations from the students' side, there is no degree for improving language abilities albeit inventive and remarkable strategies and procedures arose and used in English classroom. Henceforth the theories and methods of teaching, evolve in the ELT, should be changed now and again. Many examination researchers and incredible professors talked about for the best teaching method. At last they are to no end; without a doubt, the best instructing technique is to be used to satisfy the requirements of the students. There is no ideal technique for all the language classes. Saraswathi (2004) argues that "There is no best method. The history of language teaching presents a fascinating variety of methods. If there are such a variety of methods, which one are we to choose? There is no definite answer to this question, what works with one learner may not work with another. One may be a wizard in grammar but another may just hate it. Others might enjoy memorizing sentences." It is satisfactory proclamation since every one of the students and teacher can't care for one specific technique. The methods and techniques that teachers use in the class should be made in the perspective on the instructing and teaching class.

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PROBLEMS IN TEACHING COMMUNICATIVE SKILLS TO RURAL STUDENTS

BILLA RAJENDER

Lecturer in English
Govt. Degree College
Manthani
Telangana State

ABSTRACT

English is an international language. Even technology and working world use English for routine life. It is accepted that the students need to be the winner in working world rivalry that they are getting intense rivalry step by step on the planet. One of the abilities that students should get the capacity of communicates in English easily. This expertise will be their solidarity for confronting the working scene. Now onwards students need to make a decent attempt to beat their challenges to communicate in English fluidly.

Keywords: English, language, learning, language skills, students

English language teaching is always a tough job. Improving language skills staying in local culture brings uncountable challenges to us. Teaching of English in our schools and universities is in a befuddled state today. Students are shown English for around six periods each week. Students are learning English language as second language for a long time (from top notch to 10th class) however they scarcely know a couple of words when they join the school or college. This error is in our instructive framework itself. A teacher's main target is to "prepare" his students for the examination and not to make his pupils competent in the use of language they are learning" (Balasubramanian, 1985)

English language teaching in India is mostly a teacher text book - class affair. The teacher is mostly concerned with paraphrasing (explaining) the lessons from the text book, dictating model answers, explaining rules of language, and taking the students through a serious of pattern drills for reinforcement." (Gangulay and Ganguly, 1996) Many teachers teach English with other subject background, and therefore they teach it just like any other subject. This kind of teaching of English can never be fruitful. Balasubramanian (1985) has rightly pointed out that in the present day teacher's target is mainly to prepare his students for examination and not to make them competent in the use of language which they are learning (56). Indian students need urgently to acquire the skills of reading, listening, writing and speaking in English in that order to survive with in educational framework. According to Gokak (1964) the performance of pupils as a rule, is (65) deplorable in their mother tongue as well as in English.

Teaching and learning English language has a number of problems in India. One of them is instructing English. A portion of the serious issues in the field of instructing English in contemporary India are as follow.



The growth of populace and the fever for English have brought about commercialization of English teaching in India. It is market-driven and not government assistance driven.

The colonial legacy keeps on being in the field of training. We are as yet proceeding with previous training approaches in our education framework. Those strategies of instruction framework encourages the student to learn “read” and “write” just yet not for talking tuning in. This outlook has made the country subordinate upon different nations and organizations for every one of their thoughts.

The primary years for the teaching of English in schools and universities are in the possession of neither instructors who neither know nor acquainted with the most recent and extensive advancements in the instructional method of English. An instructor and teacher, who’s English is defective, can’t be a model in the study hall where English is educated. Large numbers of the instructors, when they get a perpetual Government administration, stop to learn, read or look into proficient issue. As they follow just language structure interpretation technique for their instructing. They like to cover the part in the reading material than to instruct effective use of language practice.

We use the old obsolete and imported direct method, CLT and the underlying methodology for instructing in our country. These techniques may be material for different foreign counties. Be that as it may, they are not viable in multilingual nations like India.

The textbooks and teaching aids are not effective on the grounds that they are dull and ugly with no appropriate outlines or exercise material; difference in Government system changes the course book as per its impulses and likes. Debasement has spread like an infection in the planning and remedy of course books.

Balagrusamy says that “there is truly some kind of problem with our teaching process. Data is unloaded into students who fail to remember the equivalent after assessment.” The current test framework depends on retention and proliferation. It doesn’t test the student’s capability in English and there is no specific interaction for imaginative learning for English talking.

The principal reason that makes the students troublesome in communicating in English is that the climate doesn’t permit the students to communicate in English regularly with any other person.

Those people may believe that the students simply need to flaunt when they communicate in English for their every day discussions. Those people may feel that the students just need to dispart when they impart in English for their consistently conversations.

Students are not indicated their interest in communicating in English language since they figured they will submit mistakes while talking with others.

The reaction that the students get makes them free their self-confidence to improve their talking. Since the students would prefer not to be dismissed by people around them, so they use their local language in day by day discussion. That makes the students incapable to impart in English fluidly outside the class.



The second issue is with grammar. Language is for correspondence as I mentioned there is a great deal distinction for communicated in language and composed language.

Moreover, there are particular and plural structures that the students need to recognize and still numerous structures that must be learned.

Most students are not difficult to get mistaken for English syntax, while language structure is exceptionally expected to frame a correct sentence. On the off chance that the students don't have language authority, obviously they won't create sentences that syntactically right. Understanding that the linguistic information on English students has extremely powerless, so they feel humiliated when they need to deliver English sentences orally.

There are two different ways to urge students to defeat their concern. The first is a path for the teacher to do. He needs to regard his students as an offspring of two years that they attempt to communicate in the language with slip-ups of English grammar. It is viewed as important for the educator to compel the students just to communicate in English during the class. The teacher may fine the students each time they communicate in their local language.

The teacher himself should have the option to persuade his students to communicate in English, doesn't make any difference in the event that they submit any syntactic error while communicating in English language. Give them opportunity to communicate in language and permit them to say whatever the students need to say. Furthermore, the teacher should persuade his students that making blunders is something ordinary in learning. This way will raise students' certainty to attempt to communicate in English. It will be better if the instructor doesn't give amendment each time his students make blunders.

The subsequent arrangement is for the actual students. Self learning is best adapting for eternity. They can have an English discussion bunches that comprises of their own close friends. They can share and discuss anything in English in study hall. Along these lines, they can learn together. Students can correct each other without feeling embarrassed. English will become students' routine by doing that activity (Hetrakul, 1995).

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**TRANSLATION IN ENGLISH: A BOON OR BANE****DR. M. SHOBHA RANI**Asst. Professor
Department of English
SRR Govt. Arts & Science College
Karimnagar**ABSTRACT**

Translation is an essential method for correspondence. It has been disfavored and surprisingly overlooked in the teaching English. We know that translation is a form of rewriting. It includes a range of processes. What is the role of translation in English language classroom and how does it help the language learners. Are there any problems that teachers and students face in translation? If so, what are they? How does culture interfere in translation? The present research paper presents and explores the extent to which people involved in teaching English in Telangana State, India.

Key words: Translation, problems, Telugu, English, culture

In the globalization, translation occupies an important role in English language teaching and learning. Translation is a process of giving a text from one language to another language. It is one of the processes of correspondence of the significance communicated in one code framework to the next. As a constant in the development of humanity, translation has always played a crucial role in Interlingua communication by allowing for sharing of knowledge and culture between different languages (Dorothy, 2016).

The translation ‘process is operational’ (Newmark, 1998), since it starts with picking a technique or approach. As translation is also a form of writing, it is obvious that “writers move to and fro in accordance with their individual goals of the moment – although, naturally, more time is spent on planning or thinking at the start, and on editing and reviewing at the end (Hartley, 2008, 10). During translation, translators are connecting with the text intentionally or subconsciously based on the etymological and social encounters that they are supplied with. The process of translation involves the changing of a written text form the source language into a text in the target language. Holmes’ (1972) framework established a concern of finding out what happens in the minds of translators while translating. Indeed, translation was neglected till a few years ago. In the twentieth century, many critics and translators stressed the importance of language. Widdowson rightly marks that translation has long been in ‘exile’ (2003: 160). There are excellent writers in commonwealth counties. But language problem made them writing in their mother tongue. That is why; we say that theoretically, it really has been exiled. The other thing is that translator doesn’t get money and name. The main author would get both. In reality, translation is tough job than writing a creative work. Anybody can write from their experiences but a few intellectuals would able to translate from one language to other language. Only recently have there been strong voices to bring the issue back under discussion in institutional settings. A growing number of researchers have begun to work on the use of translation in foreign-language teaching (Widdowson, 2003).



For a long time, language specialists forced the striking thought of L2-prevailing classrooms with a solid emphasis on excluding translation and avoiding the first language use. Carreres (2006: 1) summarizes the current situation in the field as follows: “much valuable work has been done in the past decade in the field of translation pedagogy, but we still lack a strong empirical foundation on which to base our practice.” Like India, Nepal, and Africa, where we see number of local languages, translation becomes mandatory.

Some critics argue that translation spoil the native flavor. One side of the coin, it is true. But translation would help in world literature. It spreads the local literature on the international platform. Stibbard (1998: 69) rightly marks that “there seems to be a change in the attitude towards the pedagogical use of translation in foreign language teaching”. The results of the examinations and the research led may have set off an adjustment in the attitudes of numerous educators and urged different specialists to talk about the issue in their investigations or activities.

Cook (2010: xv) summarizes the role of translation in most of the methods as follows: “Translation in language teaching has nevertheless been treated as a pariah in almost all the fashionable high-profile language teaching theories of the 20th century”. In spite of the fact that translation isn’t tremendously valued in numerous techniques, ongoing investigations are scrutinizing this disposition. In spite of the overall negative methodology towards translation, the research is showing that translation can discover a spot in the language learning measure as a communicative use and this can really serve the objectives of a significant number of the strategies (Cook 2010).

The use of translation while teaching English has been perhaps the most questionable issues in practically all techniques. Every strategy receives a point of view towards interpretation that is in accordance with different standards of that specific technique. There are a few strategies that don’t permit the use of translation, principally on the grounds that they additionally reject use of the native language. Inside the system of most techniques, the way to deal with interpretation goes inseparably with the way to deal with the usage of the first language. This appears to be justifiable, since the use of translation requires the use of native language by and large; so if a technique accepts interpretation, it is almost certain to support use of native language. On the off chance that the teacher is against the idea of using L1 in the classroom, translation has practically no way of being used, neither as a method nor as a movement. In the event that translation isn’t supported, teachers are probably going to set guidelines to discourage the students from using L1 and translating. It might even be the school organization that educates teachers not to use L1 or translation in any case in their classes. Cook (2010: 3) highlights the frequent use of translation and marks that “even in the most hard-line mono-lingual classrooms, teachers who have been trained and contracted to teach without translation nevertheless occasionally resort to it when all else fails, which may be quite often”.

In English, a simple sentence has a subject, verb, and object. For instance ‘she is eating an apple.’

In Telugu, a simple sentence has a subject, object, and verb. For instance ‘she an apple is eating.’ (Ame apple thintunnadhi)

And so, translation can be appeared as a boon when it is well utilized. Otherwise local culture domination will appear in it. We say that every language has a defined structure with its own agreed upon rules. The complexity and singularity of this framework directly correlates to the difficulty of translation. The relationship between language learning and translation appears to be commonly fulfilling. The more capable students become in a language, the more able they are probably going to be at translating. Then again, translation can likewise be used to acquire capability in a language in order to be a more skillful user of that language. Notwithstanding this equal connection between translation and language learning, these two fields neglect to esteem each other in their research areas.

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**MOBILE ASSISTED LANGUAGE LEARNING: AN ESSENTIAL METHOD IN THE MODERN ERA****REHANA IFFATH**Lecturer in English
Department of English
TTWRDC (W)
Rajanna Siricilla Dist**ABSTRACT**

Mobile learning is undergoing rapid evolution. Mobile assisted language learning (MALL) is subset of mobile learning (m-learning) and Computer assisted language learning (CALL). Mobile assisted language learning is very helpful to improve the listening, speaking, reading and writing skills of students. There are some shortcomings for learning language in MALL. However of mobile assisted language learning have those benefits when it compared with computer assisted language learning. In the present pandemic situation when all the educational institutions were closed because of corona virus. Digital learning became the need of the hour. But there were many concerns about using mobile assisted language learning, like: Is mobile assisted language learning effective? If it is useful, then to what extent it can be effective?

Key words: Mobile assisted language learning, Podcasts, Gaming apps, Digital literacy, blended language curriculum.

Introduction:

Mobile assisted language learning (MALL) is language learning that is assisted through the use of a handheld mobile device MALL is a subset of both mobile learning (m-learning) and computer assisted language learning (CALL). Mobile devices are not substitute for existing learning devices, but they serve as extension for learning in new environment having new capabilities, though, not all learning content and activities are appropriate for mobile devices. (Gay 2001). At the time when mobiles were invented no one might have ever thought that these mobiles will one day become an integral part of our daily life. The advent of Smart phones has made life much easier. Mobiles are being used for almost all sorts of works like payment of bills online shopping, bank transactions, booking of flight or train or bus tickets or even movie tickets just with a touch. Nothing is left unscathed from the touch of a smart phone. Language learning or teaching is no exception from all of this. Mobiles have its impact on teaching field and other areas as well. Mobile Assisted Language Learning deals with the use of mobile technology in language learning.

In today's competitive world English plays a very pivotal role. Whether it is a job interview or any competitive exam, English has more weightage in it. So for the present generation of students learning English has become mandatory. They have to be good at English to survive in this competitive world. Whatever the field might be whether it's teaching field, IT field, journalism and banking sector fluency in English or good communication skills in English will consider as a skill and it makes additional plus point to the students for acquiring good

jobs. And mobile technology is making the language learning or teaching more convenient and bringing the classrooms to their fingertips. MALL is helping in improving the LSRW skills of the students and to get perfection in the areas of vocabulary, grammar, phonetics, reading comprehension, etc.

Mobile assisted language learning:

The Covid-19 pandemic situation has given birth to a new way of teaching/ learning that is digital learning. In this digital learning platform mobiles are playing a very prominent role. Smart phones have become more affordable with the 3G and 4G speed network. These networks, that are available nowadays and also very affordable with their network covering even the remote areas. Due to lockdown all educational institutions were closed to contain corona virus. But with the vision to impart uninterrupted knowledge online classes were brought into the fore front.

Online classes:

To save the academic year of the student's online classes became the need of the hour. And with more than 50% of the students having smart phone accessibility the trial run started. Many government and private institutions started online classes for their students. And for the students who didn't have 24/7 mobile phone accessibility, the teachers even started sending short videos which covered the zest of the concerned topic. Explanation videos were uploaded on YouTube by the teachers for the students. This was helpful for the students who had access to smart phones for limited time throughout the day.

Hypothesis and objectives:

The online classes with mobile assisted language learning started but the main question is that need to be answered:

1. Is mobile assisted language learning useful in English language teaching and learning?
2. How effective is mobile assisted language learning in English language teaching and learning?

The practical experience of online classes gives a clear picture of efficacy of mobile assisted language learning in English language teaching. Students are getting benefits from this new platform this experimental platform of online classes are favoured because they are better than no experiment at all (Cooper, Hedges & Valentine, 2009).

Applications that help for English language teaching through MALL:

Learning Vocabulary:

Mobile Assisted language Learning gives an opportunity to the students to learn vocabulary depending upon the level of language proficiency of the learners. MALL gives the facility for the trainer to create tailored activities to improve the vocabulary of the students. The results also indicate that students learn the vocabulary very fast through these activities powered by mobile technology. Picture comprehensions will help the students to retain the vocabulary in their memory more effectively than the note learning in the classrooms.

**Learning Skills:**

Mobile Assisted Language Learning is a very novel way to improve the listening skills among the students. Mobile technology is very convenient to play the audio clips or for playing listening comprehension module and in turn is making teaching or learning language very interesting and convenient. The online mock tests followed by the listening comprehension are very helpful in evaluating the knowledge of the students. Mobile technology is very handy to send the listening comprehension to students through mail or through WhatsApp and it is also very convenient to play the listening comprehension in the online classes without any problem.

Reading Comprehension:

Reading comprehensions are another good way of improving English language learning skills. Mobile technology is proving to be very useful in this area. Online tests of reading comprehensions are very good platform to evaluate the levels of the students. Students can also find a large number of reading comprehension for practice and they can choose the reading comprehension based on their understanding levels. Mobile technology also gives the privacy to the students to work on their reading comprehensions without feeling conscious about other students to judging them.

Apps helping in Mobile Assisted Language Learning:

Nowadays many different types of apps are available to facilitate English language teaching and learning like the, English pro app designed by English and Foreign Language University. These types of apps help the students to improve their listening, speaking, reading skills. Many gaming apps have also been developed to make learning fun and interesting for the students. For example: Kahoot is a gaming app through which you can learn English grammar. Massive open online courses (MOOCs) are another form of new platform for learning new skills for career development, changing careers, college preparations, supplementary learning, lifelong learning, corporate e- learning and training and many more. Although resources and applications have tended to focus on the individual learner there are also reports of collaborate in language learning supported by mobile devices.

Advantages of Mobile Assisted Language Learning:

1) Mobile assisted language learning tools are helpful to improve reading skills and read e-books. Numbers of books are available online or can be downloaded for free from many reliable sources. These eBooks are a boon to the book lovers who cannot afford to purchase all the books which they love to read.

2) Podcasts are another mobile assisted language learning tool which will help the students to improve their listening skills. For the marginalized students who cannot afford to buy a desktop or laptop this mobile assisted tool is helpful for them. They can get all the benefits of a PC through the handheld device. Listening activities on the mobile phone can be carried out successfully while waiting for someone in a car, walking around the house, in the garden, while travelling (Demouy & Kukulska-Hume, 2010).

3) Speaking skills can also be polished by using mobiles. Student seminar and JAM sessions can be organized using the handheld device. Students can record their responses for the given JAM topic or seminar topic and send it to the faculty for reflection, editing or correction.

4) Improving writing skills with the help of mobiles can be little problematic because of the small screen and keyboards. But now a day with the help of advanced technology all these shortcomings have been checked and are resolved to a large extent. Voice typing option is also available which can also solve the problem to some extent for learner of English. Mobile phones with Stylus can also be a little helpful.

Accessibility and Usability:

The relatively small size of handheld devices is posing some challenges in terms of usability. Technology advancing day by day as it is continuously improving so that accessibility of mobile phones and usability are improving. Senior citizens are more likely to face more difficulty because of physical challenges as well as digital illiteracy. People who are physically challenged may also face some problems, but with the latest technologies like “siri” (voice commander). With the help of voice commander physically challenged people can also use the latest technology for learning and other purposes. Students, who live in remote villages or interior areas are facing one more difficulty. The difficulty which they are facing is poor internet connection. And the students from poor financial background are also facing problems to accumulate money for purchasing smart phones. This may result in them lagging behind when compared to their peers.

Conclusion:

Mobile assisted language learning, MALL is gaining more popularity day by day because of its features like portability and easy accessibility. The present pandemic situation seems like an apt opportunity to integrate mobile assisted language learning MALL into a blended language curriculum. Mobile learning is undergoing rapid evolution. Though smart phones have their constraints compared to laptop or computer, but still students prefer it more than laptops and computers because of the greater sense of freedom of time and place. Mobile technology is bringing language learning at the fingertips of the learners away from the routine classroom environment. So we can undoubtedly say that MALL is the novel solution to language learning obstacles with regard to time and place.

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**LIMITED TEACHING RESOURCES IN LEARNING ENGLISH LANGUAGE**

DR. M. RAJITHA
Lecturer in English
Govt. Degree College
Nirmal
Telangana

ABSTRACT

This study focuses on how to teach and learn with limited resources in under graduate level in Telangana, India. English is a global language to leading a great role in the entire world. English Language was introduced to India in 1830s during British rule. It became a pre requisite language in all spheres like economic, business, trade and education etc. However the arrival of English in India imposed to a superior language to their native languages. English thought as a second language in India and not as a foreign language. So we have to discuss what the resources are in learning English language in Telangana, India.

Keywords: Teaching Resources, Learning English Language, Undergraduate level, Telangana.

Introduction:

Teaching English is a challenging foreign language in all the fields. ESL, English as a second language is a popular style of classroom teaching where students in a bilingual classroom all speak the same native tongue, as does their teacher. Bilingual classrooms give instructions in both languages. The undergraduate students must know the ability to comprehend, speak, read and write as a second language at a similar level to that of their primary language. English language is considered by many as the international language. Its acquisition can guarantee the availability of opportunities to employment, traveling, higher education, and even better life (Crystal, 1997). Some of the Limited Teaching Resources to Learning English Language in Under Graduate Level:

Lack of Classrooms:

The government should not provide for enough classrooms for undergraduate students to learn comfort. It is the major problem of the students. They eventually change the classroom when clubbing some subjects. They cannot concentrate on the study properly with this reason.

Lack of Textbooks:

Course books should constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who may be lacking in confidence (Cunningsworth, 1995). The students could not use textbooks while running the class properly. But English language learner

should have textbook in the classroom while running the class. Because the English language learner must know the vocabulary, spelling, new words, pronunciation, and writing like all LSRW language skills. They can easily learning the difficult language like English. So the English language learner must buy the textbook and using it in the English class also.

Lack of Language Lab:

Some undergraduate colleges do no maintain English language labs. Nowadays we are using high technology and high speed networks. But it is not implement and not useful in remote area students. So we can use this technology with creative way. The undergraduate students use this language lab and they can improve listening skills with conversation and different types of dialogues.

No CDs with Practice Dialogues:

The students did not use the language lab with different type of CDs. English language CDs can improve listening skills. Then they can easily speak and understand what the conversation in the CDs. So the teacher should provide different type of listening CDs in the college timings.

No Resources for Teachers:

The teachers did not have even proper staffrooms to sitting after taking classes. They did not have language labs and libraries should not maintain communicative books. The government should conduct for English language teachers to training programs yearly. He teachers can enhance their teaching skills.

No Group Activities:

The students can enhance their speaking skills when they can speak with their classmates after the class. After the completion of lesson the teacher should conduct group discussions and debates on relevant topics. So they can fear out from the speaking when they speak in the classroom. It is encouragement to the students to enhance communication skills.

Socio Economic Problems:

The students face even now economic problems in their daily life. They do not have do not have money to different type of books, technological computers and smart phones. So, it is sad thing to drop out the students.

No Incorporating Games and Activities:

Using No- Prep ESL activities and games is a great way to reinforce a lesson without need any supplementary materials. There are different types of games and activities to require he teacher o build activities in the students.



Not Focus on Speaking Skills:

English as a compulsory course is being taught at junior and senior high school levels. Of course, the private sector has already started introducing English at lower levels such as primary school and kindergarten (Aliakbari, 2005) and so most of the teachers that prescribe to the communicative language teaching approach priority to English speaking skills and less concerned with things like grammar. The teacher should focus on getting students to speak through role play debates or language games and group discussions. These games are motivating to enhance speaking skills in Undergraduate students.

Conclusion:

The research paper deals with the challenges faced by English as second language, ESL teachers in real classroom. Teachers in my context face numerous challenges in and out with limited resources in the classroom. Methodology procedures and best practices benefit language learners. Teachers guides, workbooks, activity books, audio, video components should provide to the undergraduate students to enhance communication skills and employability.

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EFFECTIVE REMEDIES TO THE PEDAGOGICAL ISSUES IN THE LARGE CLASSROOM

DR ADI RAMESH BABU

Asst Professor
Department of English
Govt. City College (A)
Hyderabad

ABSTRACT

Teaching a foreign language in large classrooms is an exceptionally difficult undertaking. It is one of the best academic issues in India. It lessens the students learning abilities and packs the inspiration factor among teachers and students. Students in huge classes will be more kind if they are given to an assortment of learning exercises and instructing systems. It may be finished with acceptable assets and materials. What assets do the instructors of English requirement for the lesson? The paper deals with some strategies to manage the academic issues of a large class.

Key words: Large classrooms, English teacher, students, pedagogical issues

Study hall assumes an essential part in educating. A classroom that is agreeable, responsive and beautiful makes a positive learning and social climate for our students. The effect of class size on educating and learning has had a long and lively exploration history. In the event that the study hall or class room is excessively enormous, it might bring various educational issues. It is further stated by many researchers such as Heppner (2007: 150) mentions that “Teaching large classes well is the most difficult and challenging task in academia and offers the fewest tangible rewards.” The primary inquiry at that point is that besides the teachers’ issues with huge classes, the students also face numerous issues which will affect on their learning. The teacher has to spend more time to teach and make the students to learn. In the event that there is a small classroom, teacher can without much of a stretch focus on every student and give some great tasks while in an enormous class, teacher needs more opportunity to anticipate his exercise. Now and then the teacher can’t recollect the student’s names. Becoming more acquainted with students and rapidly learning their names construct a decent connection among teachers and students.

The greater part of us verifiably accept that students in small classes find out more and better than students in bigger classes however many various research students at various occasions and places conclude those students in bigger classes wind up knowing similarly as much about the topic as students in more modest classes. The instructors in enormous classes ought to do the accompanying things to improve quality education.

1. Creating a small-class atmosphere in a Large-class Setting

- a. Know student names
- b. Understand the classroom
- c. Move around the classroom

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Problems of Teaching and Learning English in India by Dr. Adi Ramesh Babu

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d. Interact with the students

e. Receive students' feedback

2. Encouraging Class Participation

a. Divide classrooms into small groups

b. Help students by giving simple topics

c. Provide thought provoking questions

d. Help them in preparing materials of the course

e. Award participation points

3. Promoting Active Learning

a. Prepare a good lesson plan

b. Write the objectives on the board or transparency

c. Show enthusiasm to teach the lesson

It is very difficult job to teach English language in large classes at teaching and learning English language is a skill but at the same time, it is possible to overcome some of the problems with a good planning. If the teachers provide wonderful and interesting examples while teaching the language, it would surely help the learners to get curiosity to focus on language.

The teacher needs to arrange for what he will instruct with the goal that he can get a handle on what the students need from him. Teacher ought to recognize resources and materials. What resource does an instructor need for the exercise? These resources might be actual assets, like banners or books, or they can be HR, for example, local area individuals who are specialists at singing, moving, or making local handicrafts. We here put some significant focuses which will valuable to the teachers to show adequately in the large classrooms.

Inspire and Motivate Students:

Motivation is the first step to set up the students for a class. It's anything but a clear undertaking for the teacher of a huge class at halfway level to check if a specific student has been persuaded. The students can be roused by giving prizes, evaluations and rivalries. They will be propelled when teacher gives genuine instances of the point so it is important to plan for the class prior to entering the class. One thing the teacher ought to recollect that he doesn't plan to address for a whole period. Since the ability to focus of the average student is restricted to increments of 10-20 minutes, it is ideal if he changes the organization of the talk sometimes so the entirety of the students will remain attentive.

**Be Confident and Comfortable:**

The teacher should have confidence in him to teach language. When he prepares seriously, he would teach well in the classrooms otherwise it would be useless. He teaches language skill with good examples when he feels comfortable and confident. Unless the teacher has the personal involvement, he cannot teach as he expects. It brings bore stiff to the learners. Upadhaya, Madhu (2000: 1) mentions that “large classes work best when students take an active interest in the subject and when teachers personalize their presentation and respect their students.” As mentioned, teaching a large class is always more difficult if teacher is uncertain about what he is teaching. He must prepare useful notes and materials to help the language learners. When he enters the classroom, he should think about knowledge, skills, and attitudes of his students. The teacher must ready to explain clearly all the students what he wants them to learn from lessons and language activities. Here one question arises that should the teacher shows his knowledge and language power in the classroom or he has to reach the level of students. It is true that the teachers should explain the learners until they understand. Obviously some of the teachers in large classes compose the learning destinations on the blackboard before class starts. They at that point clarify every target to their students toward the beginning of the class so everybody has a typical comprehension of the exercise to be learned.

Methods and Plans:

Teaching in mono manner makes a lot of issues particularly it will give the dreariness in the class. Teaching with great non-verbal communication and giving enthusiastic models are huge in enormous classes and they consequently bring the interest of the students. Consider inquiries to pose to students, and attempt to envision addresses that students may ask the instructor. Review the course materials, tasks, and reading lists of different educators who have shown the subject previously. If possible, go to a class taught by an accomplished instructor to perceive how the person puts together the content and student exercises in their huge class. In exercise arranging, recognize exercises in which the entirety of the students can take an interest in a deliberate way, and select a couple of best showing strategies for each class meeting: addresses, little gathering conversations, independent work, pretending, exhibitions, and so forth. Other than this, the teacher should design a decent exercise plan so he can handle the students in any case the students may attempt to make a noise.

Teaching Assistance:

Most of the students need additional assistance in the large classrooms. They some of the time may not get uphold from their associate’s particularly English fraternity. The teaching assistance surely helps the instructor and students when the study hall is crowded. Byrne (1987: 56) presents that “the teacher reference material that can be made use of to make students listen and speak with one another on different topics.” The class teacher is liable for his students’ adapting so it is better in the event that he arranges teaching help which can be important resources for a large class since they will permit the teacher to work with singular students, to oversee exercises adequately, and to notice the overall class.

**Class Management:**

Classroom management is an art. At the point when the teacher is occupied and centered on doing the lesson plan, writing on the board or dealing with something in the classroom, a few students may attempt to sneak finishing homework, testing or talking. In the event that the teacher neglects to see and never really forestall these interruptions, the learning of all students is undermined. Heppner (2007: 10) suggests that “Whatever your teaching personality, it will be easiest for both you and your class if you start out the semester at the most extreme form of your personality, and then if things seems to be working out okay, you can relax a bit... On the other hand, if you start out cozy and friendly...and the class gets the idea that you aren’t really serious about things like deadlines, if you get tough later on, they will feel like you have turned against them and aren’t really as nice as you seemed to be.”

The teachers of the huge class ought to get the feedback of the classroom. Request that they note down to give input of ordinary classes. Obviously, there is no uncertainty it is extreme for a teacher to manage huge classes. In the event that the teacher plans for the class in his manner, particularly with new methods, he gets achievement. The issues of huge classes make the teachers dull. Communication tasks, for example, group conversations, pretends, pair works and discussions are liked in the enormous classes in light of the fact that there would be unsettling influence in the classrooms if these themes are distributed for the students. The teachers should give straightforward principles of adequate conduct for all to see when working in gatherings. It is unimaginable to expect to outline all the students into groups so the teachers need to divide a few gatherings and request that others notice and in next classes previous participants will turn into the crowd. In small classes a portion of the students may not stand and offer the responses for teacher’s inquiries though in huge classes the dread might be erased on the grounds that not bringing up his errors as the teacher doesn’t have time. In straightforwardly it inspires the students to participate in the class exercises.

Martyn Margie (2007) says that “In a normal class discussion situation, only one or two students have the opportunity to answer a question...A student who is unsure of the correct answer may be unwilling to take the public risk of being incorrect. One of the best features of an SRS (student response system) is that it allows students to provide input without fear of public humiliation and without having to worry about more vocal students dominating the discussion.” If it achievable, it is better give distributing books, papers and different materials so students will be quiet in the enormous classes and they will be mindful too. Teachers should utilize innovation which guarantees that every student has the opportunity to interface with the teacher. In the event that every one of these means is taken, it is extremely simple to oversee huge classes.

Conclusion:

The paper gives a detailed picture of the methodologies to manage the enormous classes. In spite of the fact that encouraging English in enormous classes is exceptionally troublesome, there are a couple of things that a teacher can do to guarantee student’s prosperity. Make students answerable for their own learning. Make tasks that require students to finish work, for example, picking a part in a style direct or introducing their papers. The teacher should focus on students perusing abilities likewise to improve their understanding abilities. As



teacher connects effectively, the students ought to have the interest to learn something. They ought to be spurred in the study hall as well as outside of the classroom. The teacher can give them by executing a few plans, for example, by making students dynamic members in their classes. Another approach to get students drawn in is to have them plan for class not just by perusing or cooperating with assigned material, yet additionally by finishing self-appraisals or per-trial of their insight.

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**IMPACT OF FLIPPED CLASSROOM APPROACH****MAMIDI NIHARIKA**Guest Lecturer
Department of English
TSWRDC (W)
Warangal
Telangana**ABSTRACT**

Flipped classroom approach is the new way of learning and teaching methods and gained a prominent place in recent years. The impact of flipped classroom approach has shown great results on students. As it is a two way interaction in the classroom, the involvement of the students is equal to the teacher's involvement, as the teaching and learning process is a two way interaction. It is a blended way of learning, combining both traditional and modern methods of teaching. Technology is the primary tool for flipped classroom approach. It is an active process. The flipped classroom approach includes project based activities in which students gain knowledge by doing the projects, these activities provoke critical thinking, problem solving and better understanding of the students. Studies have revealed that flipped classrooms and blended learning methods can significantly improve educational outcomes when compared to traditional classrooms. The main idea of this approach is to improve the student understanding level, performance and learning experience effectively. The aim of the study is to attract attention to this approach in government schools and institutions particularly in rural backgrounds and make recognition of the uses and impact of the flipped classroom approach in education.

Keywords: Flipped classroom, flipped learning, blended learning, communication technology.

Introduction:

In India, there are majorly large classrooms in teaching where we can see the traditional classrooms settings in teaching. The teaching process happens in the larger classrooms in India. The majority of the teachers follow the traditional methods in their teaching, where the teaching is teacher centred. We observe many of the teachers follow the lecture method as they have enough reasons to follow traditional methods. In traditional teaching the students are passive and they get bored listening to the lecturer and they will easily get deviated from the class. Particularly in rural background educational institutions the care has to be taken in the teaching process. The students from rural backgrounds are facing many issues in the learning process. They are to be properly monitored by the teachers. Many new innovations have to reach them in the education system. In the contemporary period with the advancement of technology there is rapid growth in every field. With the advancement of technology there has been a tremendous change in the education system. Many different learning approaches and methods are used in the teaching and learning process. Flipped

Classroom approach is one of the recent and important approaches taking places in the education system.

Learning through Flipped Classroom:

This approach promotes an environment with flexible learning, prominently depends on the interactions between the teacher and interaction between the students and engages the students to learn through application methods. We can simply say it is learning by doing method. It is a student centred approach and focuses on student learning, the students have to take responsibility in their own learning. As it is a student friendly approach, there is a greater chance to interact with the teacher and helps to get answers from the teacher immediately. The immediate feedback is more important in learning as the students rectify their mistakes where the mistakes are occurring.

The learning through the activities will be very helpful for the better understanding of the content and concepts. The student will develop many skills which will be helpful for the future. The teacher acts as a facilitator and facilitates the class while the students are interacting and give suggestions accordingly.

The four Pillars of Flipped classroom:

Flexible Environment:

Flipped Learning allows a flexible environment as it's not a rigid classroom. It includes a variety of learning modes; as teachers give freedom to the students, they feel free to express and share their ideas and speak about the context. They will be provided enough time to learn themselves and they don't feel burden about this. The students have given enough space for learning. The teacher must observe and guide them accordingly.

Learning Culture:

As it's a student centred method, there is a wide range of interaction between the teacher and students and among the students as well. The students will share the knowledge among themselves in interaction and discussion methods. The classroom gives time to explore the topics in a greater depth and create rich learning opportunities for the students. Students are actively involved in knowledge sharing and they will evaluate themselves in the learning process. The teacher gives opportunities to students to participate in all kinds of activities.

Intentional Content:

The teacher has to continually think about how they can use this approach to benefit students in understanding the concepts. The content must lead to better understanding of the learning experiences in order to adopt methods of student centred, active learning strategies. The content must be chosen and modified in a way that it plays its role in flipped learning and gives scope to learn in an interaction and discussion methods. The teacher should create relevant content and it must be easily accessible and relevant to all the students.

Professional Teacher:

Professional teacher plays a prominent and more demanding role in a flipped classroom compared to a traditional classroom. The teacher has to continuously observe and monitor the students in the classroom and provide them feedback about their performance, and assess their work. Professional teachers are reflective in their practice, bear the controlled chaos in their classrooms, and accept constructive criticism. In Flipped classroom, we observe the teacher's less visibly important role, but the teacher has its own place as they enable the flipped learning to occur. The teacher has to make available to all the students, observe them, and has to evaluate their performance and must give feedback to them.

Responsibility of Teacher:

- The teacher has equal importance in this approach along with the students.
- The teacher has to act as a guide and give appropriate feedback about the student's performance.
- The teacher has to assess the individual student's performance.
- The teacher has an important role in making the content; the teacher has to make video lectures and course material according to the student's needs.
- Teachers have to create a student friendly environment as the students show interest to participate in all the activities.
- The teacher has to become facilitator and has to facilitate in the teaching and learning process.
- Making help in the use of technology to the students.
- Creating an online quiz is very useful for the children as those quizzes will give feedback immediately to the students and makes them learn easily.

Role of Student:

- The student's role is important in the flipped model because it is an active learning process and student centred approach
- The students have a choice of learning at their own pace.
- The students will become proactive researchers in this approach.
- The students are active learners and they will actively participate in all kinds of activities like group discussions, project based learning, inquiry based learning and peer learning.
- The students are the knowledge constructors as they will learn with knowledge sharing.

- The students have to put all efforts and interest in this kind of learning and they have to respond to each activity.
- Preparing the content before the class and making use of technology inside and outside the classroom.
- Students can learn easily when they are actively engaged with the content.
- Students have to take initiative and be responsible for their own learning.

Advantages of the flipped classroom approach:

In a flipped classroom, the students are more interested in learning and they have control in their learning. The students have freedom to pause and rewind the videos at their home which has been given by the teacher as a teaching learning material, and they have enough time to discuss and write down about the content with the peers. It promotes the student centred learning and allows to interact with the teacher and students, thus they build-up confidence while speaking and it allows to improve communication skills better. As video lectures are available at all times online, it will be helpful to the students who are absent in the previous class. It gives more time to practice the skills. By participating in all the activities like group discussion, peer interaction, role plays the content will easily understand to the students.

Limitations of the flipped classroom approach:

The flipped classroom majorly depends on the technology, so the Government institutions must be provided with the latest technology in the classrooms. The teacher must be aware of the latest happening of technology and will have to attend workshops about the latest innovations in the teaching methodologies. As a student's role is prominent in this approach, the teacher's observation on the students must be needed, as they don't have monitoring at home while watching the video lecturers. The students face issues relating to the access of the computer and internet to those who are from low-income. Every student has to be provided with a free computer and internet in schools as well as at homes. The teacher has to do extra work for the making of the content. The content must be interesting to the students as it gives attention to the content.

Conclusion:

There is the need to introduce new approaches in the teaching- learning process; Flipped class is one of the approaches that gained prominent place in the teaching learning process. Many of the institutions are introducing this approach in their teaching. But many of the government schools have to introduce this approach in their classrooms, as it is fruitful for the learners. Many of the surveys proved the impact of flipped classroom approach is more effective in the classroom. The flipped classroom will be more engaging for the students, so their participation increases the deeper learning and understanding of the concepts. With the implementation of the new approaches in teaching the students learn and gain knowledge and



improve their learning process at ease. It's time to make an end to the traditional way of teaching and execute new ways of teaching in the classrooms.

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**TEACHING ENGLISH IN INDIA IS AN EASY OR TOUGH JOB? A
CRITICAL ANALYSIS****DR. B. PRAMEELA**Asst Professor
Department of English
Arora Degree College
Karimnagar**ABSTRACT**

Teaching English as a second language is quite possibly the most important jobs one can do. Indeed, it' a great opportunity to teach English. It makes teachers know about different cultures in a classroom. And so we say that English classroom in urban areas is called cosmopolitans area. In this scenario, is it simple job to teach English or difficult. Many scholars have different answers to this. Teaching English in commonwealth countries is not the same of teaching in other countries. This paper critically tries to express whether teaching English in India an easy or tough job.

Key words: English language teacher, classroom, challenges,

The English teachers face so many problems while teaching English in India. A serious research has been done on it. There are umpteen troubles one has to face and of course adjust with it. Indeed, there is a great need for English teachers in India. Most paid positions are only for Indian passport holders. But still language teachers and learners are facing lot of problems. Here are a few things observed.

Unqualified Teachers:

This is the most critical and the most ignored issue. The government and policy makers are taking many steps to bring qualified teachers. But it is not working out well. After taking, they can't figure out who is a decent English instructor or felicitor. Whatever the teacher says, regardless of whether right or mistaken, will be taken as right by the student? This has prompted a ton of disarray among students on the grounds that various teachers disclose them various things. One of the fundamental problems of this issue is translating from native language to English. Then pronunciation problems arise in this case.

Disturbed Environment of the Class:

Learning atmosphere will surely help the learners to learn something. Generally the English teachers and instructors dealt with natural issues in showing the English language. The upsetting environment of the classroom occupies the instructors and influences the educating of the English language.

Limited Teaching Resources:

In developing countries such as India, Pakistan and other many Asian countries, government faces with limited teaching resources. Not just the English language, teaching anything generally relies upon the resources. For the most part the teachers confronted this sort of issue, the resources which are fundamental for conveying the talks of the English language to the students for successful learning are not given to them.

Restricted and Limited Support:

Teaching a room full of outsiders another and unknown foreign dialect can be troublesome. The local culture doesn't give full support because of the local impact on it. It's significant when showing abroad not to let distance or absence of help get the learners down. When one finds limited support from others, it is very important that the learners should overcome with it.

Confusing Syllabi and Missing the Main Objectives:

The syllabi must focus on the main objectives. Even though it is given on paper and books, it is not possible to make the students learn language skills. The syllabi generally helps the teachers what to teach and how to teach. Course books should constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who may be lacking in confidence (Cunningsworth, 1995 as cited in Tsiplakides, 2011).

Since a lot of jobs are done by teachers, it is not possible to improve skills among language learners. Some unacceptable syllabus is given to them to show the students the English language. Many researchers (Chastain, 1988; McGrath, 2002) strongly support the idea of teaching the culture of a foreign language that is taught. However, the textbooks in India do not include anything about the culture of English speaking countries. English textbooks and syllabi are not same all over India. The language teaches are facing many challenges but they encourage students to score more marks. On other side of the coin, some unacceptable prospectus will establish negative connections with the students, and by this, the students can't learn and communicate in the English language.

Teaching Vocabulary

Jargon is perhaps the most far reaching and troublesome parts of English for foreign learners to get it altogether. They should initially focus on learning the most oftentimes used and in this way most significant English jargon for their practical real life necessities. Different sense English words present unique difficulty for foreign learners. Different troubles in learning and using English jargon incorporate fixed word collocations, phrasal action words, figures of speech, maxims and regional differences in vocabulary usage. There are contrasts in English utilization in English-speaking nations regarding spelling, jargon and syntax.

**Loneliness:**

Encouragement to language learners is unseen in classrooms and outside of the classrooms in higher education as everything is counted as per government rules. Jealousy among students doesn't encourage other language learners and busy schedule of teachers wouldn't allow them to help the serious learners. It can be happened in higher education only.

Language Barrier

Moving to another country to instruct may expect others to become familiar with another dialect. In the beginning, one can find it is very difficult to speak with individuals during day to day life. Culture stops many students to learn second language. The language barrier is very dangerous in the modern multi-cultured places.

A Large Number of Students in the Classroom

Countless students in the classroom produce a lot of aggravation and stress for the teachers since showing an enormous number of students the instructors need to accomplish more exertion and hardworking.

The problems brought about by an enormous number of students are given below:

1. Disturbed the teacher by making noises.
2. Difficult to deal with the class students.
3. Engaging packed students in learning is troublesome.
4. The learning resources are not available for all the students.

Students Don't Take Their Study Seriously:

It is a controversial and disturbing line for students group. But in the free education, government is unable to give quality education and jobs which indirectly make students dull in the classrooms. For instance, students frequently believe that the same English they talk at home or on the road is a similar they will write in their tests. Be that as it may, in light of the fact that correspondence doesn't need to be linguistically right to be comprehensible, students don't in every case consistently keep the guidelines they learned in school and consequently don't get completely instructed and additionally finish their assessments. On the other side of the coin, it is also the situation that students don't consider English however much they study different subjects. By and large, students study English just in the classrooms when the teacher is instructing. After the class, English language is not given importance in the local culture. It was dropped unconsciously. These are a few problems that an English teacher is facing. Indeed, there are a number of serious problems that the teacher comes across. They are some technical problems that are unrevealed because of criticism on policy makers.



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**TEACHING TECHNIQUES IN THE ENGLISH LANGUAGE
CLASSROOM****PULIMAMIDI PRAVEEN KUMAR**Lecturer in English
Govt. Degree College
Metpally**ABSTRACT**

English language involved an unmistakable spot in India as it is a business and global language. To show the pilgrim language, there are some strategies to use in English language classroom. Of course there are so many language methods and techniques to use for the language teachers. Are the techniques useful and helpful to them as well as the students? The research paper tries to focus on the teaching techniques in English Language Classrooms.

Key words: English language methods, techniques, classrooms

The English teachers through traditional and customary methods outfitted language structure rules and practice. Since a large portion of the students have come from provincial and local medium foundation, they want to procure pass grades in their school and college studies and this incites the instructors to show English syntax just instead of relational abilities and communicated in English. All the English teachers used to follow the conventional techniques basically Grammar Translation Method. It fulfilled the students for a couple of years yet later on they began to feel bore with the old and customary strategy. What occurs if similar techniques are utilized in English study halls? Kanta Rao and J.M. Kanthi Thilakha (2010) rightly say: “If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario.” It indicates that English teachers should change the methods as per the needs of the students. It is not good to use only one method or one technique in the classroom. Importance is given to informative English instead of English language structure thus the instructing of English has been changed with the perspective on spoken thoughts. There would be various techniques to be taken over by the English teachers to make the class interesting and impressive. The imaginative, innovative and useful strategies in English language educating most likely help the students just as teachers. As Stern holds that “teachers may have been familiar with communicative activities for many years; but the idea of making use of them systematically and of developing a distinct syllabus of such activities is certainly not widely known and probably even less widely applied” (1992: 176).

Encouraging the Students:

The main method is that the teachers ought to empower and propel the students to get interest on learning English. Until the students attempt to get talented at any language, there is no utilization to instruct. No strategy is valuable and supportive for the students if consolation and inspiration isn't given to the students. Most of the students read course books which are recommended for their course yet they will not read other literary books and English papers moreover. It is evident that teachers, up to their practicality, attempt to give certainty and urge the students to learn English yet the students, now and again reluctantly, learn English as they concentrate on optional subjects instead of English. If we keep these whole aside, the teachers should uphold them by posing inquiries, giving some energetic models which show the significance of English language.

Enacting the Stories:

Disclosing interesting short stories to the students positively drag curiosity of the students to be prepared in new language. The English instructor should sanction to attract the students towards him to learn English language. He should introduce some sensible incidents occurred in his daily routine or some others experiences which draw in the students. The style of pronunciation and accent should be creative to the students and simultaneously, the educator ought not to fail to remember the nearby culture while showing English since no one crosses the native culture.

Students are by and generally attracted to mother tongue, not to the new dialect. Obviously it tends to be hauled the consideration of the students towards English yet it requires a few days. To defeat this issue, clarifying story in the English study hall would shape association. While showing story, students will clearly grasp it. There is a colossal chance to build up students communication skills and understanding abilities by suggesting a couple of conversation questions from narration.

Teaching English through Mime:

It is fascinating and propelling to teach English language through non-verbal communication and signals without talking in English. Mime exercises are extremely fruitful and acquire humor language classrooms. In the event that there are at least two than two individuals, the imitate can be turned out great. Klippel (1985) rightly said that "the mimes are done in pairs or groups; in one case individual learners have to perform their mimes for the whole class....Pair or group work reduces stage fright to a certain extent and can be used as a starter...Finally miming exercises are useful because they emphasize the importance of gesture and facial expression in communication"

The teacher for the most part poses a couple of inquiries by performing activity which incites them to figure the things. Teacher can utilize gestures and mime to offer directions, to rehearse exchanges and to show jargon moreover. For example, a student is approached to compose something on a paper and offers it to one of their colleagues. The student who gets the paper should institute without talking in English or some other language. The rest of the students attempt to think about what it is and they attempt to talk in English. There are number of imitation exercises. For instance the teacher asks students to pretend as he is



taking lunch and request that others think about the thing he is doing and what different things are by and large in a kitchen. The rest of the students will surely guess and frame a couple of sentences utilizing fanciful articles. In some other movement, teacher divides the students into a couple of gatherings wherein there would be four or five and request that they choose to play out some mime exercises in which the remainder of the gathering individuals will guess their discussion. Thus a teacher of English can use any technique that is useful in the language classrooms. Indeed, he has to think and rethink about the techniques and methods of the language.

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**IMPACT OF MALL IN LEARNING ENGLISH****JERIPOTHULA MADHU**Guest faculty
Department of English
RGUKT-BASAR
Telangana**ABSTRACT**

MALL is known as “mobile assisted language learning”. In the 21st century technology has been part of our daily life, and its uses are very broad. Using mobiles in this 21st century, we can say it’s a rapid evolution. As we know, mobile phones can support different ways of learning, including teaching and research. Nowadays the students who are very adept in using the technology such as computers and mobile phones for their professional and personal development would become masters in their respective field. There is a chance to gain more skills and knowledge in their field if we compare mobile phones with other high technological devices like computers. Mobile phones are superior to any other devices. MALL is an attractive method to learn communication methods in English language classrooms. This new path made English language learning more attractive and more comfortable for the learners. Now a days, it has rapid growth in technological era, with numerous devices and applications, those are as follows - Mobile phones, PDA, Smart phones, GPS tools, laptops, iPad, iPhone, iTunes, mp3, mp4 players, video tapes, game tools, e-organizations, e-books, CD-DVDs. It’s easy to handle, operate and is a somewhat low cost expensive device to buy so this feature also made mobile phones superior to any other technological devices in this modern age. Students can easily use this outside of the classroom-any place and anywhere on their free and their own time. Technology itself plays a very important role in shaping people to learn new methods, new skills. We recommend that technology influences the student and makes them strong across the border of knowledge.

Keywords: MALL- Mobile phone- technology-PDAs-GPS

Mobile devices can create a better environment for language learning. Mobile technologies are used by learners on their regular basis; MALL has given wide range learning applications such as TEIL - Technology Enhanced Language Learning. In this present scenario technologies have become part of our daily life, for example, a student who is “technically very proficient they can make many wonders in the research field, with help of the electronic devices including computers. MALL-at this current time there is increasing interest among the learners for using these electronic devices for learning.

A proliferation of computer and information technologies makes mobile learning fashionable among the learners, scholars, teachers, and educationists. Many surveys clearly state that mobile devices are widely used by students all over the world even for education and non-educational purposes. The popularity of mobile phones may be because of the availability for



low prices: different types of models, brands; with many special specific features devices are available. Along with the reasonable price, the availability of “internet facility” is also another major reason for increasing mobile phones use in the educational sector. Here, the learners use many learning websites, a variety of educational software: some of them are reference software, tutorial software, educational games, drill and practice software etc... The many educational institutions and administrators make use of technology for educational and other informal sources. This mobile language learning provides us “anywhere-anytime-learning- opportunities”. Another major advantage of MALL is “providing the learner fast and easy access to source of information”, although its emergence has recently become a popular topic in teaching and learning.

MOBILE ASSISTED LANGUAGE LEARNING:

MALL, situated in the intersection between learning and technology, is a subdivision of CALL-Computer Assisted Language Learning. “Using mobile apps have a positive effect on English learning” (Conroy, 2010). Mobile learning basically consists of learning any knowledge with the help of mobile devices; it will support groups or individuals and various disciplines gain knowledge in education settings with or without teacher or peer support.

MALL aims include Building of knowledge in more realistic and contextual learning. In this way this study focuses on three aspects: Language Learning, Language Research and teaching, Mobile learning includes the learner’s informal learning. So that clearly mentions that it is not designed for formal learning/education. Hence the practice can be implemented by themselves the direct methods and strategies. Here formal can contribute through scientific knowledge and pedagogical methods whereas informal learning allows us to satisfy our curiosity and pick up new skills and techniques. Moreover it is a spontaneous and ‘anytime-anywhere learning-phenomenon’; such factors, including watching videos, self study, coaching sessions, reading articles, and more. So, it leads to informal learning, and learners are highly motivated to learn.

The traditional way of learning top-down communication is challenged by the younger users of mobile technology, the way of using mobile technology changing the direction of knowledge flow and educational practices and structures. The increasing penetration of mobile technologies creates plenty of learning opportunities for the users and younger generations and influence on social practice and enables new contents of learning. In recent/couple of years, emerging personal mobile technologies have become a significant part of student’s social learning landscapes. Here we have to understand the term learning is often used in various ways, it can be seen as a social process of interaction, commonly referred as task sense- an achievement. Later many changes emerged in this way the mobile learning has been turned from smaller research towards large scale projects and services. Mobile learning shares many features and grounds with e-learning, one is technology examining mobile devices and computer and other forms like smart phones, tablets and more.

As we know, mobile technologies are used by learners on their regular need basis. MALL is sub division of CALL-it required interactive learning environments, and it provides us large number of mobile application and their miscellaneous educational contents and learning characteristics include informal way of learning, self-regulation, standing alone, self-



motivation etc., which can be considered to drive the integration of mobile learning technologies in informal content to formal education. The authentic contents, the blend mobile and non-mobile technologies, using spontaneously, mobile technology in traditional learning spaces, mobile learning to mediate knowledge construction.

Online distance education:

There are many benefits for using mobile learning for education; the most important thing is that it reaches the people in remote locations like agencies in rural areas. In this process, the mode of education where learners and teachers are both physically separated from each other instructional processes are fulfilled through ICT-Information Communication Technology.

Here distance education provides opportunities of learning wherever and whenever the user/learner needs. The online mode of education today suggests electronic methods of delivery for instruction. In this way the students spend most of their time “informal learning”. So, those mobile technologies integrated in their everyday activities. Distance Education, more or less, contains the use of various advanced educational software for synchronous and asynchronous way of communication.

Trends in MALL/ types and uses:

Nowadays, rapid growth in the technology Era, with numerous devices and applications are ranging from simple –single device audio play to multipurpose devices example mobile phones, PDAS-smart phones, GPS-tools, laptops, mp3 and mp4 players, video players, game tools, e-organisations, e-books, CD-DVDs mobile devices. Presently these days all are directly or indirectly used in the language learning process. Even the simplest mobile phone provides us with SMS-short message service, sending texts, alarm clocks and reminders to wake up.

Uses:

These could be proved to be effective vocabulary learning devices like wise – if students received mobile vocabulary lessons and got more vocabulary than the student learning the same set topic/vocabulary in a physical classroom setting. So, we can say that this can be more effective vocabulary learning tools than “traditional pen and paper based learning”. And another example is PDAs which are used for downloading and strong information about various documents, database. Kukulska & Shield (2007) mention that MALL can encourage collaboration and co-construction of knowledge. Students had to find information and share it with their peers so that they can build up an overall understanding of a realistic problem. People all over the world really realized the advantages of the MALL during COVID-19.

Mobile Assisted language learning Apps:

There are majorly 4 types of Apps in mobile Environment such as mobile apps- which are used for general applications, mobile learning apps- which are used for learning purpose, mobile assisted learning apps which are used for instruction, mobile assisted language learning apps which are for instruction procedures for language only.



English Conversation: It is a MALL app for listening, reading, speaking along with pronunciation; it consists of Demo and Drills. With help of this app the students will get more benefits. Kukulska & Shield (2007) focused on the impact on the listening and speaking, and they discovered: “MALL is expanding at the speed of two or three years from a teacher-learner, text-based education environment to one that is beginning to support multimedia, collaborative listening and speaking activities and to allow students to co-construct knowledge to figure out problems and fill information gaps”.

Psychology book: This is a mobile learning app, it is mainly focusing on unidirectional mode, and there is no interaction, no feedback.

English idioms: This is a MALL app for syntax, grammar and speaking skills. The drills and tests will be conducted through mobile applications.

Impact on learners:

It had tremendous implications on the teaching learning process. In addition to giving an easier and cheaper access to authentic data for teachers and learners, for example teachers with the help of this mobile applications, they can provide the questions, learning games, ready-made templates-and it is easy to record students/learners' responses as well.

Learners can learn many things through the internet; it also gave rise to virtual classroom settings and many universities, and institutional agencies around the world which are providing effective educational courses only on mobile devices. So, here we can understand one key aspect of learning any course, the learner can take the class at their convenience or at their free time and they can interact with others while listening to the class. This learning provides other benefits to users by reducing the burden of carrying the textbooks and other supplementary materials rather than carrying them. It provides extra virtual teaching videos, and lot of exercises. With help of this technology, the teacher also has access to the digital version of the text book in this platform. It gave more opportunities for teachers for their professional development and career development.

The users can take and attend many online training programs in open educational resources and it provides learner-centred informal education as well, and it leads to establish the Collaborative, supportive learning and communication.

Mobile Phones:

We never thought that someday the mobile devices first invented in 1973 become part of our daily life. Mobile devices such as PDAs, IPod, mp3 and mp4 players, podcasts play a vital role in our educational life. Podcasts are a series of digital media files that are downloaded through the internet. It is mainly available on subscription based for the users. It is a new education learning tool; it can be enhanced by adding images-hyperlinks to the contents. Several studies are exploring the various ideas on effects of podcasting on the students/learners motivation and attitudes towards learning podcast devices like ipod - iphone -itunes etc.

Apart from other benefits mobile devices have increased tools for education as well as language learning does. Along with new innovation in technology, the emergence of the internet made open and distance education available for the learner from all parts of the world. Nowadays, mobile devices are treated as a very effective resource for education. Many surveys and educational researches considered mobile devices a rich source for teaching and learning language.

Conclusion:

The main features of mobile learning are spontaneous, ubiquitous and informal ways of learning. And we can mention that learning with mobile phones may take longer compared to computers but it provides flexibility in learning language, and it's easy to use. In this type of education, there is no need for the students/learners to sit in a classroom or in front of a computer but mobile-learning provides many opportunities to learn when they are on a journey or at the workplace. They can learn anywhere, every time and everywhere. Mobile devices are easy to carry and taken to different places due to their small size and weight, today mobile learning is more easy through the mobile devices because availability and development of different types of learning materials in the technology field. Mobile learning encourages collaborative learning in this kind of learning; this collaborative learning helps the learners to get support, motivation among them and directly or indirectly develops the learning abilities. Today the education system is shifting from teacher-centered learning to student-centered learning that means mobile-learning allows all causes to suppose "the students feel using technology more interesting and effective" than before. Nowadays MALL is available with many special features and various barriers of CALL have been removed.

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TEACHING ENGLISH LANGUAGE IN LARGE CLASSROOMS: A CHALLENGING TASK

Kallabothu Sandhya
Guest Lecturer
Department of English
TTWRDC (W)
Asifabad
Telangana

ABSTRACT

In countries like India and China, where we have a large population, it is quite common to observe the large classrooms. Due to various factors and different reasons, these large classrooms have become a part of our educational system. And we still observe these large classrooms exist in our educational system. English is taught as a second language and third language in some places, and more importantly many of the institutions teach English as a subject and not as a language. The English has to be taught as a language and as a skill to students, because of its importance as a linking language, global language and lingua franca. This paper principally focuses on the challenges facing by the teacher to teach English in large classrooms and to bring some solutions to make teaching more effective in large classrooms. Large classrooms are one of the reasons where teaching and learning experiences are not showing effectiveness on students, and majorly the English teachers face many issues while dealing in large classrooms.

Keywords: large class size, teaching, learning, assessment, teachers, students

Introduction:

Classrooms are boon to students. The classrooms can build the character of the students who will become future citizens of the country. So it is important that the classroom plays an important role in the building of the nation. The classroom must be having proper infrastructure and required facilities for the teaching and learning experiences. The classrooms must be designed as laboratories and it should have a minimum number of students to learn and make successful utilization of facilities. But it comes to reality, where our country is overpopulated, the classrooms are like auditoriums, which lack the facilities to sit, read and write. The issue of large class size has arisen because of increase in the population, the quest for higher education and better living conditions of life.

Large classrooms are not about the measurements of the classrooms, it's about the strength of the students in the classroom. Classroom is a basic requirement to learners with needed facilities, when it comes to large classrooms that facilities will be lacking. Baker and Westrup (2000) suggest that "a large class can be any number of students if the teacher feels there are too many students for them all to make progress." The large classroom are the class is significantly larger than you are used to and the resources can no longer cope with the

number of students if you desire individual attention for the students. Many teachers of large classes feel they spend too much time on organising and managing class activities and not enough on meeting the needs of individual children. Large classes and overcrowded classrooms have negative effects on students' behaviour and learning. Students receive less attention in large classes. Whole class teaching sometimes employed for controlling the class and keeping students on task. There will be practical limitations in large classes. Teachers work extremely hard to offset the effects of the larger class size.

Challenges of teaching a large classroom:

There have been many issues relating to teaching in large classes; it can be physical, psychological and technical issues. The teachers feel physically tired in large classrooms as they have to speak more loudly to reach his/ her voice throughout the class, for this they have to move frequently in the classroom for a long distance as compared to small classes. Problems such as monitoring the attendance and checking homework will become difficult for the teachers in large classes. The teacher has to remember all the pupils' names so it is easy to control them, if they create any discipline issues. Many teachers feel discomfort and have to deal with large classes. They feel pressured about the strength in large classes; it becomes a hurdle to interact with the students, and the teachers feel very exhausted from teaching in large classes. Another aspect is controlling the students in large classes, the teachers feel worried about the discipline issues, if the teacher won't be able to control the classroom, it becomes noisy, and so the teacher can lose control of the classroom. The teacher may not have individual attention to the students, due to the lack of time, as the teacher feels that they are neglecting student's needs. Evaluation becomes tough as within the given time they have to do multiple tasks so proper evaluation won't take place. The teachers are more concerned about the outcomes of the students learning outcomes. The teachers are more worried about the students, as they don't know who is learning what.

Making student centred classroom:

This is one of the important and effective approaches to deal in large classrooms. Making the students involved in teaching and learning experiences and making teaching as students centred, makes it more effective. One of its kinds is flipped classroom approach, where the student's involvement is as equal to the involvement of the teachers. The main aim of this new learning approach is to provide preparation of students for the subject before the course and during course applying activities that increase the quality of face to face education (Formica et al., 2010).

This is one of the best methods to implement in large classes, so the whole class can be engaged in different activities and the pupil will discuss the subject among themselves and be guided by the teacher wherever needed. As the student's participation is more in this approach, the large classrooms will become fruitful by this method. According to Milman (2012) the most important benefit of flipped classroom approach is to support a team working within class. The advantages that Fulton (2012) expressed are; students can access lecture videos whenever and wherever they want and it provides students to learn at their own speed.

Activities to use in large classes:

Group Discussions:

Small group discussions are useful to students to overcome fears and make them strong learners. It is one of the important methods to implement in large classes. It will help to quick learners through discussions and enhance communication skills among the students by participating in GD. Every student has to participate and be able to speak in GD, so that the student's involvement makes the teaching and learning experiences more beneficial, the teacher has to make them involved in GD.

Tasks: The teacher has to assign tasks where the students can participate voluntarily and learn by doing the tasks. Learning by doing is the basic principle and method followed in this approach. The teacher has to give study related tasks, puzzles etc.

Questionnaires: Questionnaires help students think for answers and correct questions. The questionnaires will help the students to involve in the class and makes them to focus to listen to the class, where they will expect questions from the teachers, so the students will able to listen more effectively

Balderdash: This is the method where large classes can be split into groups. Teacher's call out a word and group members have to write down the parts of speech and definition.

Project works: Assigning project work to the students also makes the learning experiences more efficient. By doing project works related to language and literature, they will learn and use the language in their day life. They develop scientific skills by doing the projects.

Role of a Teacher in large classrooms: Teacher is a multi-tasker, who has to perform all the duties for the betterment of the students. Teaching is a fully passionate responsibility, where it can create and build all tomorrows professions. Teachers will not only teach the subject but also show paths to his/ her students without any obstacles. These large classes are one of the main problems in classroom management. In certain cases in large classrooms, teachers face indiscipline issues of the students, while teaching. All these issues show impact on the outcomes of the students.

Be organised in the classroom, as large classes require more preparation. Before the lecture starts the teacher has a proper plan about the context, the teacher has to prepare all teaching resources material accordingly, so the students will be able to focus on the resources material while listening to the class, the teaching resources material makes the teaching more interesting.

Connecting with the students is another strategy to make involvement of the students in the large classes; teachers have to build rapport with the students, so that the teacher will observe each student individually. Begin by inviting students to call out something about the previous topic discussed.

By providing a variety of experiences by making the students involved in large classrooms. It is appropriate to vary the type of instruction in large classes to encourage discussion, interaction, and involvement. Do not attempt to lecture the entire period. Actively involve students during at least a small part of every class meeting.

Creating an environment by making student participation in large classes to ask or to respond to questions is one of the strategies for the student's involvement. It boost up student's confidence levels and the students lose stage fear by actively participating in the interactions in the classrooms.

Feedback is the most important factor to know about the students' understanding of the context. For every lecture the teacher has to ask for the feedback. So the teacher gets an idea about the students understanding of the context, so the further improvisation will take depending on the feedback. To manage large classroom, teacher has to follow alternative teaching methods like: Student centred seminars, team assignments, brainstorming, audiovisual methods, speakers, class debates, role playing, use small groups, use computer based instruction, student-teacher partnerships, peer teaching, and using technology

Large classrooms become problematic issues in the educational institutions, as the teaching and learning experiences will become difficult compared to small classrooms. The teachers have to follow alternative methods to make teaching more effective in large classes. The teachers have the responsibility to make their teaching more effective to make all efforts to bring out the best outcomes from the students. The teaching method has to be student centred and has to follow different approaches and have to use the technology in the large classes to make the learning experiences more efficient. However, there can be some positive sides in teaching large classes. On the one hand, teaching in large classes can reasonably save human and material resources to ease the problems caused by the lack of teaching staff. On the other hand, many renovations in teaching methodologies can be applied to large classes teaching just as well as to small classes.

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**INAPPROPRIATE SYLLABUS: A SERIOUS PROBLEM IN
PROFICIENCY IN ENGLISH****GUGGILLA NAGARAJU**

Assistant Professor of English
Department of Humanities and Science
Guru Nanak Institutions Technical Campus
Ibrahimpattanam, Rangareddy district.
Telangana

&

KOTA VIKRAM

JL English (Guest Faculty)
Department of English
TSWRJC (B), Jaipur Mancherial district,
Telangana

ABSTRACT

A syllabus is defined as a plan that gives accurately what students at college should learn in a particular subject. The syllabus in English textbooks should provide language activities besides the literature, prose and poetry. When it doesn't satisfy the language learners, it is useless and so it must provide enhancing skills of the students. The research paper tries to focus on inappropriate syllabus in English language teaching. It discusses the process of designing a syllabus as one of the greatest problems in ELT. Preparing syllabus in language teaching ought to be done as it implies an effort carried out by teachers to improve the nature of language educating through certain stages of systematic planning.

Key words: Syllabus, English, Language, Teaching, Curriculum Development

A syllabus is a document that depicts what the main contents of a language course will be and the order where they will be taught. The syllabus of a textbook typically mirrors certain convictions about language and language learning. A syllabus is a more circumscribed document, usually one which has been prepared for a particular group of learners (Dubin and Olshtain, 1986). A syllabus should be designed based on so many things. A well-designed course syllabus can serve a variety of purposes: as an agreement between teacher and student; as a device for communicating, seriousness, and expectations; as an overall plan of action for the course; and as a “cognitive map of the course to share with students” (Matejka & Kurke, 1994). Designing syllabus for English language learners is not as easy in the post-independence era as the subject teachers can add subject related topics. But the language teachers need to check so many factors. Breen (1999) discussing the postmodern ELT curriculum and syllabus, reiterates that the curriculum designer needs to have a wide view of the pedagogy of the language classroom which necessitates questioning absolutes, welcoming



ambiguity, accepting uncertainties, participating in different and new discourses, exploring other identities, studying local and other cultures, creating and negotiating and finally surfing technological sources. Now-a-days the role of critical thinking in curriculum design has been the focus for language course designers (Leicester, 2010). Widowson (1984) and Brumfit (1984) point out that “a syllabus is a practical thing or a public statement which is based on concepts of language, language learning, and language use.” Course content should be prepared by the expert teachers so that they know what components are to incorporate in the textbooks. Harmer (2000) states that decisions about ‘course content are very often not taken by teachers, but by some higher authority’ Dubin and Olshtin (1992: 28) give detailed description on what syllabus is. This says that syllabus is a document which ideally describes:

- a) What students are relied upon to know towards the end of the course, or course targets in operational terms?
- b) What is to be instructed or picked up during the course?
- c) When it is to be instructed, and at what pace of progress?
- d) How it is to be taught, recommending procedures, techniques, and materials?
- e) How it is to be evaluated, proposing testing and assessing system?

The course writers generally add sufficient and appropriate syllabus. It depends on many things whether it satisfies or not. According to Nunan (1988), syllabus design is to choose and to put together showing materials (selection and grading of content). The concept has led the writers make put forth genuine attempts to present a model of prospectus plan which is created by a few precise methodology going from directing a needs analysis, preparing teaching materials, to setting up phases of assessment to demonstrate the adequacy of the carrying out the syllabus design and its created teaching materials.

A syllabus in ELT should be explicit for the teacher, and ought to be at any rate halfway delivered by teachers. The relationship of the syllabus designer to the teacher can go along a continuum from mandate to unmistakable. Richards (2001) is of the opinion that curriculum development in language teaching should be possible through seven precise stages for example needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation. In light of Richards' theory, syllabus design lies in the phase of choosing and preparing teaching materials in which Richards himself named it as course arranging and syllabus design stage.

The course writers have to incorporate innovative content in English language books besides the literature part. When literature part is added, it is very important that the syllabus provide us critical thinking. Bahmueller (1991) states that, the schools are full of curriculum materials that promotes critical thinking. Studying these materials reveals that history and culture play paramount role in shaping such thinking. These curriculum materials are nothing but critical exercises, because they contain predetermined answers, narrow methodologies, and/or political agendas designed to assimilate students into the hegemonic socio-cultural worldview.



No syllabus satisfies all the teachers and students. It can't be focused on all the language components. And so it sometimes disappoints many students. If the course writers give more importance to literature, language learning students will be disappointed. If the textbook has a number of chapters and grammar, it would become a bulky book. It is very difficult to spend amount on it as students and teachers won't buy it. At the same time, policy makers must reduce for English lecturer the clerical work such as typing, counting the heads in the classrooms, examination branch, other works as the work in NCC, NSS, MANA TV and other programmes. For all these works, government should appoint some more non-teaching faculty. When an English lecturer takes any one of the above jobs, he can't take the classes heart fully because he is busy with other works. A practical language teaching book should give more attention on language related activities such as debates, group discussion, grammar, prose and poetry.

A few steps in preparing a practical language teaching syllabus:

- a) Determine what outcomes are wanted for the students in the instructional program. That is, as precisely and reasonably as could be expected, characterizes what the students ought to have the option to do because of the instruction.
- b) Rank the syllabus types presented here with regards to their probability of leading to the results wanted. A few rankings might be necessary if results are mind boggling.
- c) Evaluate available resources in expertise in materials, and in preparing for instructors.
- d) Rank the syllabi comparative with accessible resources. That is, figure out what schedule types would be the most straightforward to carry out given available resources.
- e) Repeat the process, taking into account the limitations contributed by teacher and student factors depicted before.
- f) Determine the process, taking into considering all the data created by the previous advances.

When the syllabi are not inadequate, it needs to be improved by the help of students' perceptions and expectations gained from the students and teachers community. As the syllabus is a tool to send the message to the students regarding the instructors' personality and about the investment (McKeachie, 1986) at the very beginning. The results of any papers show that the syllabi which have been used are not insufficient in providing communication skills to the students.



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EXPLORING ONLINE READING STRATEGIES FOR IMPROVING READING SKILLS

EDUNURI PRASHANTH

Field Assistant
School of Management
NIT, Warangal

ABSTRACT

Reading is one of the basic skills in language learning skills. Mainly reading skill is developed by reading academic books in conventional manner, in this way, the students are only confined to the conventional texts, like textbooks, the online reading can help the students to expose for various materials and texts for the developing reading skills. The students are attracted to the multimedia versions of the texts. They can read anything they want as a large number of books are available on the internet. The students have a choice to select the books and they can read it in their mean time.

With the help of social networking sites, the teacher can make language learning more meaningful by posing various activities on social networking sites. The teachers have also liberty to design the teaching learning material in a more interesting way with the help of online. The primary focus of the present study is on promoting autonomy in reading through digital tasks. There is a need for more interesting exercises for skill practice, especially reading. Using computers in the teaching and learning process of reading makes it more effective. It helps and motivates the learners to develop reading skills.

Keywords: Reading, Reading skills, web based education, online reading

Technology has become a part in our lives and it brought significant changes in the field of education. With the help of web based learning, the students have more chances to learn the vocabulary, and even they can find the meanings of the words. There are many websites available on the internet; the pupil can use them in their learning process.

The internet has become an important context for teaching and learning, also known as web-based learning. By internet we can gather information which is needed to us, we have to be very careful while searching and gathering for information as there will be a huge amount of information available on the internet. Electronic text on the internet includes graphic aids, which refers to pictures, illustrations, diagrams, charts, tables, maps and similar visual representations used in conjunction with written prose for the specific purpose of aiding understanding. Reinking (1999: 106) expresses “reading online can give students new opportunities to identify language components or compare different author’s perspectives on a topic. The rich, interactive multimedia context offered by online hypertext can enhance students’ comprehension and build new knowledge that is complex or difficult to acquire from linear point alone.” There are many platforms or websites where we can find the online reading material. Some of them are: Project Gutenberg, Internet Archive, Open Library,



Google Books, Smashwords, Many Books, BookRix, Athorama, Bookboon, Wattpad, Library of Congress, Hathi Trust Library.

Reading Skill:

Reading skill is the ability to look and understand the text on a sheet of paper, wall, signboard, computer screen, mobile or any other material. Reading skill is the ability to decode meaning from a text; the skills include phonetics, word recognition, vocabulary, decoding and fluency. According to Dr. West, “teachers should teach silent reading skills first to improve reading comprehension skills”. Reading is a process that negotiates the meaning between the text and its reader. Reading is an active process, although it is called receptive skill, for language acquisition. The first activity in language teaching begins largely with reading which is widely practiced as well. “Reading is thinking under the stimulus of the printed page” Sonnerschein (in Webster 1982: 30)

Ask the students to maintain a reading journal, whenever they read anything. Whenever they are reading something, ask them to draw the mind maps of the story. Listen to a few English stories online and try to tell the story to improve their pronunciation. By making the students solve a few scrambled sentences. Making a table to know vocabulary for words, guessed meaning, actual meaning, these can develop the reading skills of the pupil. Gray (1967, in Webster 1982: 19) feels that when we read something we understand it at three levels: “firstly, the purely literal responding to the graphic signals only with the depth of understanding, the second level at which the reader recognize the author’s meaning, and the third level where the reader’s own personal experiences and judgements influence his response to the text.”

A good reader is one who can vary his/ her speed depending on the purpose of his/ her reading. He might read a novel at 400 words per minute but when it comes to reading a legal contract s/he could slow his rate to 80 words per minute.

According to Marzano and Paynter (1994), there are two main approaches to reading instruction, the ‘meaning emphasis’ and the ‘skill based’ or ‘code emphasis’ approach. Each approach represents different beliefs about the process involved in reading and the way in which learners acquire reading skills.

Importance of reading:

- Reading is fundamental to function in today’s society.
- Reading is a vital skill in finding a good job.
- Reading is important because it develops the mind. It is how we discover new things.
- Reading develops the imagination. Reading develops the creative side of people.
- Reading is fundamental in developing a good self image.
- Good reading skills, especially in phonetic reading programs, improve spelling.
- Reading helps to expand the vocabulary.
- Reading is important because words spoken and written are the building blocks of life.



The purpose of reading:

- We read many things in our day to day life, to quote a few,
- Newspaper and magazines, application forms
- Advertisements, leaflets, pamphlets
- Textbooks, novels, short stories, poems, plays, handbooks
- Letters, telegrams
- Recipes, puzzles, menus
- Articles, reports, legal documents
- Dictionaries, telephone directories'
- Cartoons and comic strips
- Time-tables, maps, statistical diagrams.
- Travel guides, cook books
- E-mails, fax messages
- Rules and regulations
- Calendar, addresses, phone books, name cards, bank statements

Weather forecast

Depending on the purpose of reading, reading can be classified into two types, reading for pleasure and reading for information. We read like cartoons and comic strips for pleasure, where pleasure is the primary function and the information becomes secondary here. Reading for information is the kind of reading where we look for information, for example newspapers and articles, search for information is the primary purpose of reading here, pleasure comes second. In our daily lives, we can read for pleasure and information.

Sub-skills of Reading:

Krashen & Terrell (1998) identify the four main sub-skills of reading as skimming, scanning, intensive reading and extensive reading; notwithstanding, it is important to keep in mind that these sub-skills complementary interact with the reading strategies mentioned in the previous section.

Skimming:

Skimming is a quick reading, over a text to get a general superficial idea of the content. Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. For example, when one reads the text only in order to understand the thesis statement, in one or two lines.

Scanning:

Scanning is a quick reading, focusing on locating specific information. Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. We use scanning when we look up a dictionary to find out the meaning of a particular word.

Extensive reading:

Extensive reading is reading for pleasure, where we read texts like novels or short stories, there we read rapidly and aim at a global understanding of the text. The aims of extensive reading are to build reader confidence and enjoyment.

Intensive reading:

Intensive reading is reading for extracting specific information, reading research papers, slowly and intensively to get the exact information of the text. It is also called “narrow reading”, may involve students reading selections by the same author or several texts about the same topic.

Motivational strategies in improving reading:**Comprehension Monitoring:**

This involves a process of readers self listening (monitoring) or listening to others reading aloud (Pressley, 1986). The teacher first models his/ her own awareness of difficulties by “thinking aloud” during reading aloud.

Graphic Organizers (G O):

They show readers how to display the relationship of ideas with diagrams, pictorial devices or story maps. These techniques are often used to instruct readers to organize their ideas with graphic representations of what they read. (Harris and Hodges, 1905:101)

Listening actively:

This teaches students how to listen actively while reading (Dickson, 1981). This strategy is used for improving critical listening and reading comprehension.

Mental Imagery:

This helps the readers to construct an image of what is read. The constructed image serves as a memory representation of the reader’s interpretation of the text.



Mnemonic Instruction:

“This uses an external memory aid – for example, a picture or concept as a proxy for a person, concept, sentence, or passage in order to generate an internal association of the word or a picture with the information in the text” (Peters and Levin, 1986)

Technology and online reading:

Multimedia features like animations, video clippings improve the comprehension of the learners in a more effective way when compared to reading conventional texts. Teachers have the space to create blogs and present the latest updated information regarding their teaching-learning material for the benefits of the students. It becomes easier for teachers to refrain from the traditional explanation of the content from text books, by making the classes very lively through multimedia by using the internet. A teacher has more liberty to make the class interested by using the latest technologies in the curriculum. The use of PowerPoint presentations in the classroom is one of the effective strategies in the development of reading skills, as students will be able to focus on powerpoint presentations as those presentations are prepared to make students.

The online reading environment enables and encourages the students to take initiative and to assume responsibility for their own progress to make sense of the texts read and creative meaning. There are various e-learning portals and apps have been launched by the government and education bodies such as DIKSHA portal, e-Pathshala, Swayam, STEM based games, etc. “Online texts have greater potential to affect learning when instructional designers focus on conceptual differences between electronic and printed texts as opposed to visual difference alone” (Reinking, 1992).

English language lab software helps students to learn LSRW skills. The students can utilize the language lab for developing reading skills by using online dictionaries and also they can develop vocabulary, grammar section, and fluency and comprehension skills. The students have to select materials at the right level and practice online reading tests and there will be many reading comprehension exercises available online, by practicing more efficiently and more effectively, the students can learn reading skills. There are many websites available to practice comprehension online. Some of them are: EnglishMaven, EnglishForEveryone.o, ReadTheory.org, ReadWorks, Lit2Go, East of the Web, UsingEnglish.com, Super teacher Worksheets, RHL School Reading Comprehension, Education.com, ReadWriteThink.

Using CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning) helps the pupil to develop reading skills within their mean time. For this, there is no need for the assistance of the teacher, the student can learn individually with this web based learning. The students can develop their reading skills more effectively by using different tools available on the internet. Chapelle and Johns, (1994: 297) “argued that technology should be used in meaningful ways to support the instructional goals of developing students who are effective problem solvers, decision makers, communicators and contributing citizens.”

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**Conclusion:**

The Internet is likely to play a crucial role in the learning experiences in an information age where students have the accessibility to use of the internet in their curriculum. Self learning is one of the basic uses of e-learning. The students get exposed to various types of reading materials on the internet, where it attracts the learners and the learners show interest to learn the reading skills by using innovative methods. One of the major drawbacks of internet learning is the overuse of the internet; the pupil might get distracted by the overuse of the internet besides the curriculum. In this current scenario, the use of technology in the curriculum has become mandatory, and using the technology in education is one of those alternative methods that will help improve the quality of education in India. The adoption of technology in education has led to an unprecedented transformation from teacher-centric education towards student-centric education.

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