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"Language and Literary Skills and Knowledge Necessary for Professional English" Challenges and Innovations in Teaching and Learning

18 & 19 February, 2021

Organized by

Dept. of English
St. Pious X Degree and PG College for Women, Hyderabad, India

Conference Special Issue - 24 February - 2021

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A Two Day International Web Conference

"Language and Literary Skills and Knowledge Necessary for Professional English" Challenges and Innovations in Teaching and Learning

(Conference Special Issue)

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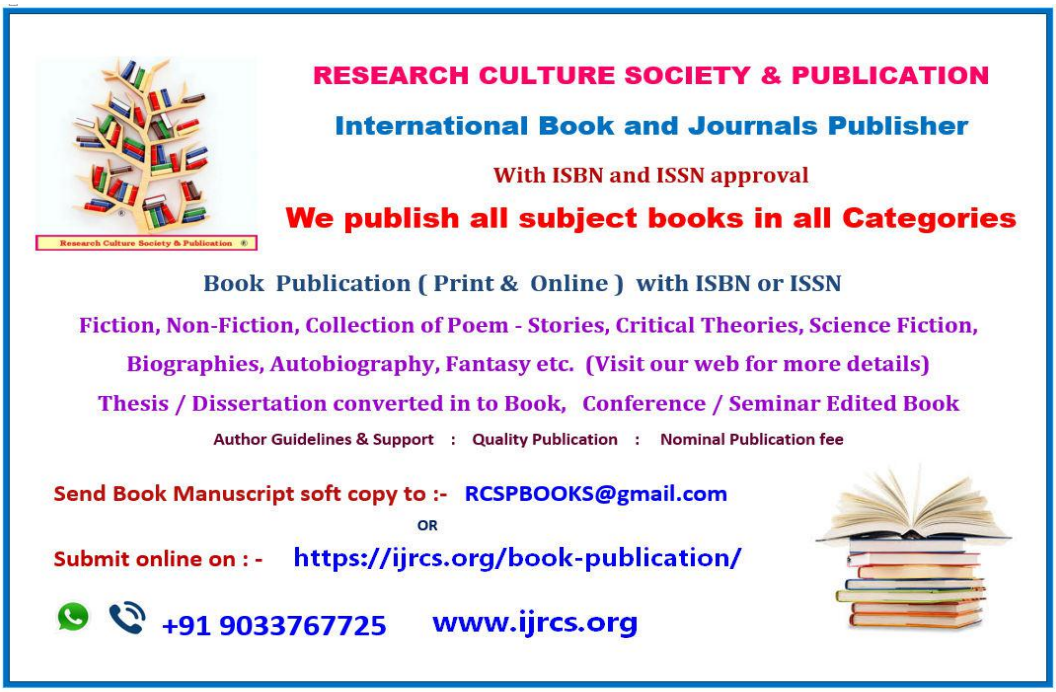

Principal's Message:

It is with much delight that I pen down a few words for the conference book publication which is a concerted effort by the department of English. It is quite gratifying to note that the Department of English is coming up with a book publication on the topic "Language, Literary Skills & Knowledge Necessary for Professional English". Taking this initiate at this point reinforces our objective of developing an environment for the exchange of ideas towards technological developments. I wish the book would be able to deliberate on current issues of developing Professional English. There have been unprecedented numbers of quality papers received for publication. I am sure that this occasion will provide an affable environment for the researchers and academicians to freely exchange the views and ideas with others. I convey my warm greetings and felicitations to the HOD & all the members of the Department of English, students, contributors and participants and extend my best wishes.

Sr. B. Velangini Kumari

Chairperson, Conference Organizing Committee

St. Pious X Degree and PG College for Women, Hyderabad, India

Organizing Secretary's Message:

Teaching and learning English (language and literature) has always been quite significant in the Indian Society. We, the teachers of English, realize the importance of embracing a versatile and fast-changing global environment in order to bring forth workable and effective strategies for the learners in the competitive world. The syllabus designed, the teaching methodology adopted, the assessment and evaluation processes constantly meet the challenges of a dynamic world that is globalised, multilingual and multicultural. Rigorous need-analyses to re-design the syllabus and content of text-books, adequate research inputs, considerable teacher training, classroom research and innovations in teaching and learning are quite crucial for a clear perception of culture and society. In this regard, it gives me immense pleasure to present this book *Language, Literary Skills & Knowledge Necessary for Professional Development – Challenges & Innovation in Teaching and Learning*.

'A bird doesn't sing because it has an answer, it sings because it has a song' - Maya Angelou

We hope that this endeavor is the song that will provide teachers and learners great academic inspiration for research, refine our existing concepts and augment the impetus in our journey towards excellence.

Mrs. Monoshri Mitra
HOD, English
St. Pious X Degree and PG College for Women, Hyderabad, India

About the organizer:

a. The College:

Established in 1993 by the congregation of Catachist Sisters of St. Ann(CSA), St. Pious X Degree, PG and MBA College for Women, Hyderabad, India, has carved a niche in Higher Education with the vision of empowering women through value-based education. The College is assigned as a Mentor institution in Telangana under the scheme UGC-'Paramarsh'. It is affiliated to Osmania University and has been transforming the lives of thousands of women for the past 27 years. With a student strength of about 3000 in BA, B.Com, BSc, BBA, MBA and MSc (Math, Physics, Chemistry Microbiology, Biochemistry), the college is proud to be re-accredited by NAAC with A+ grade in 2018, with a CGPA score of 3.38.

b. The Department of English:

We strive to provide global competency and sustain human values through quality education and strengthen aesthetic sense through language and literature. Our specific goals are to reinforce LSRW skills, cultivate a value-added life, face challenges and achieve excellence in the path towards continuous improvement through innovative ideas. The Department comprises of well qualified Faculty, a Language and Communication Lab, Departmental Library and offers courses in English Language, English Literature, Skill Enhancement, Employability, Enhancement and Foreign Languages to help students from various disciplines develop their language and communication skills.

CONFERENCE ORGANIZING COMMITTEE

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Member: MS POORNIMA, Dept. of English.
Student members: MS.SUMEDHA DURGAVAJJALA, MS. VIGNANI PAMU.

About the Conference:

The Two Day International conference on "Language, Literary Skills and Knowledge necessary for Professional English – Challenges and innovations in Teaching and Learning" was organized by the Department of English on 18th and 19th February 2021. The conference aimed at broadening the horizons of teaching English by exploring the social realities and problem areas in the present professional world with rapidly changing technology, communication and media.

At the tertiary level of education, it is observed that a majority of students do not fare well in the placement drives due to gaps and problems in their communication skills. Also, some students from vernacular backgrounds do not complete their degrees within three years due to high number of failures in English. There is a lack of basic skills like reading, writing and comprehension which is unfortunately realized late, that is, when they try to enter their professional fields. Everyone has different strengths and weaknesses, and individual commitment. Thus, a need has been felt to update the curriculum, pedagogical methods and develop successful strategies which will make sure all students master basic skills and master their subjects.

Thus the objective of the conference was to provide an intellectual platform where research scholars, teachers, learners and specialists from diverse disciplines could exchange their insightful experience and share knowledge on the effective use of English in the professional world. The expert talks, panel discussion, papers presented on the conference have definite implications particularly in broadening the horizons of teaching and learning by exploring social realities and problem areas.

A total of two hundred and nineteen participants who were students, teachers, research scholars, academicians and young professionals, participated in the web conference from all over India. Six international participants from the USA, Philippines and Japan.

The Conference was organized on pre-booked ZOOM PLATFORM with 500 capacity for both the days. It explored the teaching, learning and use of English in the professional world with participants from Management, Commerce, Arts, Sciences, Engineering, Technology, Health, Tourism and Hospitality.

Eminent Keynote Speakers and Lead Speakers:

1. ***"4 SKILLS ARE REQUIRED TO BE PROFICIENT IN ANY LANGUAGE" –***
   Chief Guest Dr. C. Muralikrishna, Professor and Head, Dept. of English, OU and Director, ELTC, OU; Dept of English, UCASS, Osmania University, Hyderabad.

2. ***ORAL AND WRITTEN COMMUNICATION IN ENGLISH FOR PROFESSIONAL PURPOSES: FRAMING THE DISCOURSE***

   "While English is increasingly significant for advancement in the world of work, young professionals in India demonstrate a decreasing proficiency level in both oral and written communication. Faculty of various technical and business programs often complain about the inability of students to perform academic and professional tasks in English. Faculty in English departments struggle to address student academic and professional needs. Further, the distinctions between oral and written communication skills at this level of education are mainly reflected in the curriculum in terms of genres."

   - **Keynote Speaker, Dr. Hema Ramanathan,** College of Education, University of West Georgia (Frm.), Carrollton, GA, USA, The talk explored differences between the two modes of communication in an academic setting; explained underlying constructs of learning and teaching; provided relevant theoretical perspectives to frame the discussions about curriculum and pedagogy; and suggest appropriate approaches in undergraduate classes in India.

3. ***USING TECHNOLOGYTO DEVELOP AND ASSESS COLLEGE WRITING***

   "We must understand the importance of using academic language for college writing to complete a variety of tasks such as essays, assignments and reports. CEFR based standards of development of academic writing skill, which is a higher-order cognitive-linguistic skill, can be taken up at the threshold level (B1) followed by the use of Web 2.0 tools to practise collaborative writing by engaging with social writing tools like wikis, meeting spaces and chatboxes. Collaborative writing can be self-assessed using technology or automatic writing evaluator (AWE) to get feedback on writing and develop the skill"

   - **Lead Speaker Dr. Lina Mukhopadhyay,** English Language Education, Second Language Acquisition, Faculty Member, The English and Foreign Languages University.

4. ***LANGUAGE AND COMMUNICATION IN SUCCESSFUL ENTREPRENEURSHIP***

   "Importance of mastering English, Problem solving, Taking calculated risks, Networking constantly, opening up to different experiences and Balance are the core subjects in good communication. The communicator has to keep in mind that "Everything is a sale (interview, to choosing a movie), Communicate effectively helps in every sale, reach a consensus, Appear more capable and Focus on the positives."

- Lead Speaker Mr. Seth Koshy, Presidents' Council District Manager for Farmers Insurance Group based in Orange County, CA, USA. The talk explored that one can speak multiple languages, rather than that one might have an accent. Success and failure have two different directions is a myth. Success is a path littered with failures. One should expect problems and be confident in one's ability to solve them. Each task can be approached as a problem to be solved. One must work on efficiency and creating systems and training one's team to problem solve. The perfect sale problem - 'When does a sale end', the price problem - Order taking vs consulting, the commoditization problem – coffee beans, brewing, shops, boutiques with a story and a mission and that even success has a problem – complacency, fear of disruption. Calculated risks might include letting go of a salaried position to start one's own business, but after researching it, working with mentors, working in that space to decide if the risk was worth it. Meeting and networking with people by being genuinely interested in them and what they do. Opening up oneself to different perspectives and pick and choose the best solution from all the people one interacts with.

5. SOFT SKILLS IN LITERARY TEXTS

"Literature serves two important purposes. One is to give enjoyment, and other is to instruct. That is, Art is for Art's sake as well as for society's sake. Not only the modern literature, but the ancient literature also strongly believed that literature should play key role in taking care of social welfare, social transformation and societal progress. Though the mode of transformation aspired or visualized by the ancient writers relatively differ based on the circumstances in which they lived, fundamentally both agreed upon the utility value of literature. That is why, Nannayya, who is considered as Adi Kavi (first poet) in Telugu, first of the trio who translated Mahabharata into Telugu, said in his Andhra Sabdha Chintamani, "Viswa Sreyah Kavyam" – meaning 'Literary work's main purpose is universal welfare' Whether it is Sanskrit, English, Telugu or any other language, the main objectives of teaching language and literature are: (i) to help the students learn and use the language; (ii) to help them relish the literature (to take pleasure in literature); and (iii) to teach useful things for betterment in their life."

- **Lead Speaker Dr. Sailaja,** Head of Talent Development and HR Business Partner Lead at Ramky Enviro Engineers Ltd, a subsidiary of Ramky Group- KKR, a Global Investment Firm. Certified Learning and Development Manager, Trainer and Performance Coach. Her talk laid emphasis on the third, but most important purpose, that is, to inculcate Soft Skills or Life Skills through the teaching of Literature.

A Panel discussion on "BUILDING UP AND BUILDING ON – LANGUAGE AND LITERARY SKILLS IN CURRICULUM" focused on the skills and knowledge necessary for future professionals to be successful in their respective fields.

Expert Panel Members:

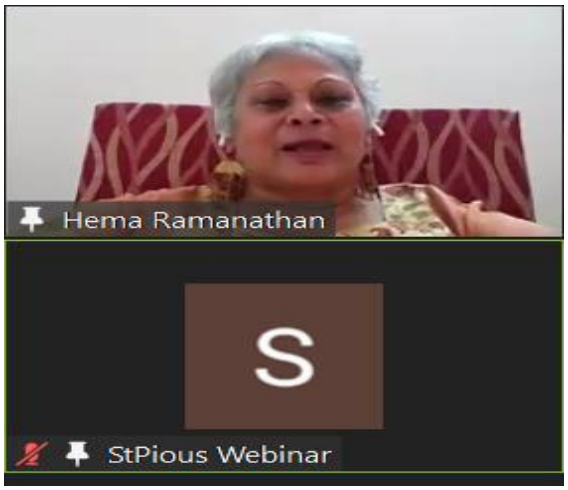
- **Moderator:** Organizing Secretary, Mrs.Monoshri Mitra.
- **Lead Panelist**: Dr. Hema Ramanathan, Specialist, Language Diversity, ELT, Teacher Education, College of Education , University Of West Georgia (Frm.), Carrollton, GA, USA, ELT- Author &Teacher and Educator
- **Lead Panelist:** Ms Sudipta Gupta, ELT and Content Development Specialist, Editor and Publisher
- **Lead Panelist:** Mrs. Mahuya Karmakar, Principal, Peerless Institute of Nursing, Health Sciences and Dementia
- **Lead Panelist:** Mr. Seth Koshy, Business coach, Venture Capitalist and Investor, USA
- **Placement (Physical Sciences):** Mrs. USVR Hymavathy, Specialist, Chemistry, Placements, Social Service and Outreach Programmes
- **Placements (Computer Science)**: Mrs. Udaya Lakshmi, Faculty and Placement officer, Dept of Computer Science.
- **Placements MBA**: Mrs. C. Latha, Head, Dept of Business Management
- **Placements (Life Sciences)**: Mrs. Sugantha mala, Faculty, Bio Technology and NCC coordinator
- **Panel Member:** Ms Ruhi, Advocate, B.A., LLB
- **Panel Member** : Ms A. Manogna, IT recruiter, Vedic systems, B.A., MBA
- **Panel Member**: Ms Krishna Priya, Program Manager, Amazon, M.A
- **Student Panel Member**: Ms Hajra Sultana, Student, Final year Physical Sciences
- **Student Panel Member**: Ms D. Sai Vaishnavi, Student, Final year life Sciences
- **Student Panel Member**: Ms Kavya Subramaniyam, Student, MBA

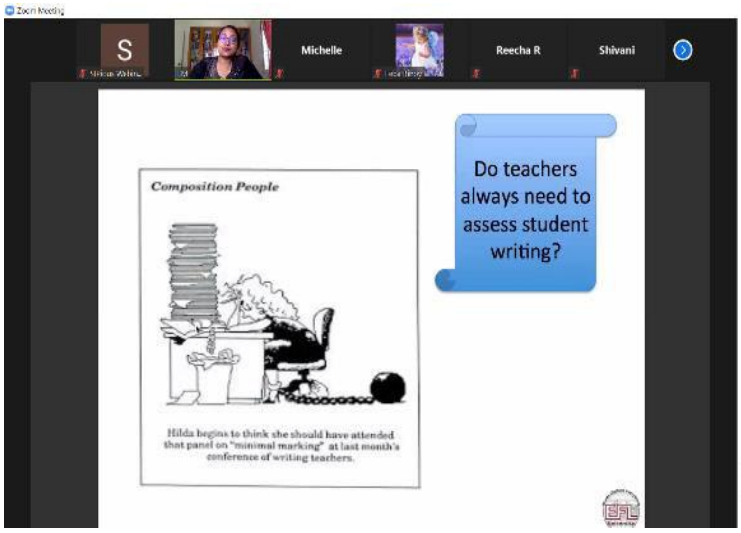
The Panel discussed the problems faced by students during placements and reflected upon the possibility of devising a teaching material and web resource available for students to learn effective English grammar and usage to gain professional competency. The moderator cum Conference Organising Secretary thanked all the panelists for their valuable and practical insights in bringing out the outcome of the Conference.

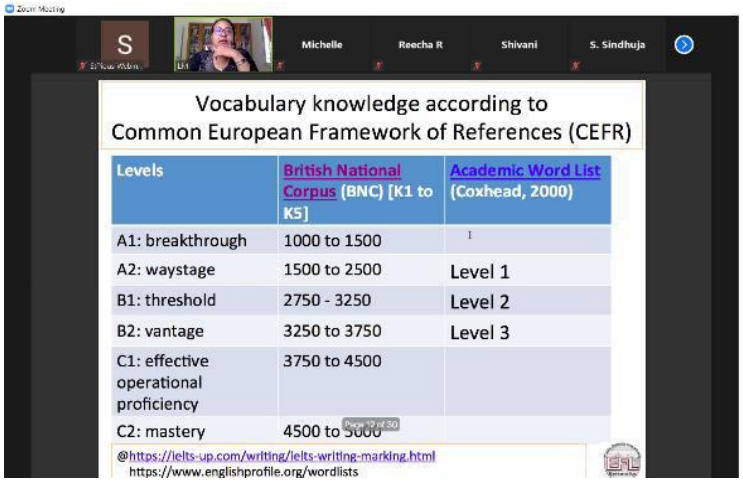
College Photos:

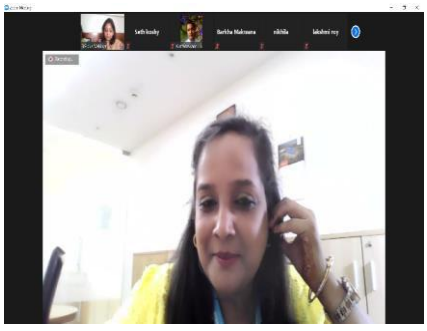
1. Inaugural: Prayer, Lighting of the lamp and Welcome

2. Keynote and Lead Speakers

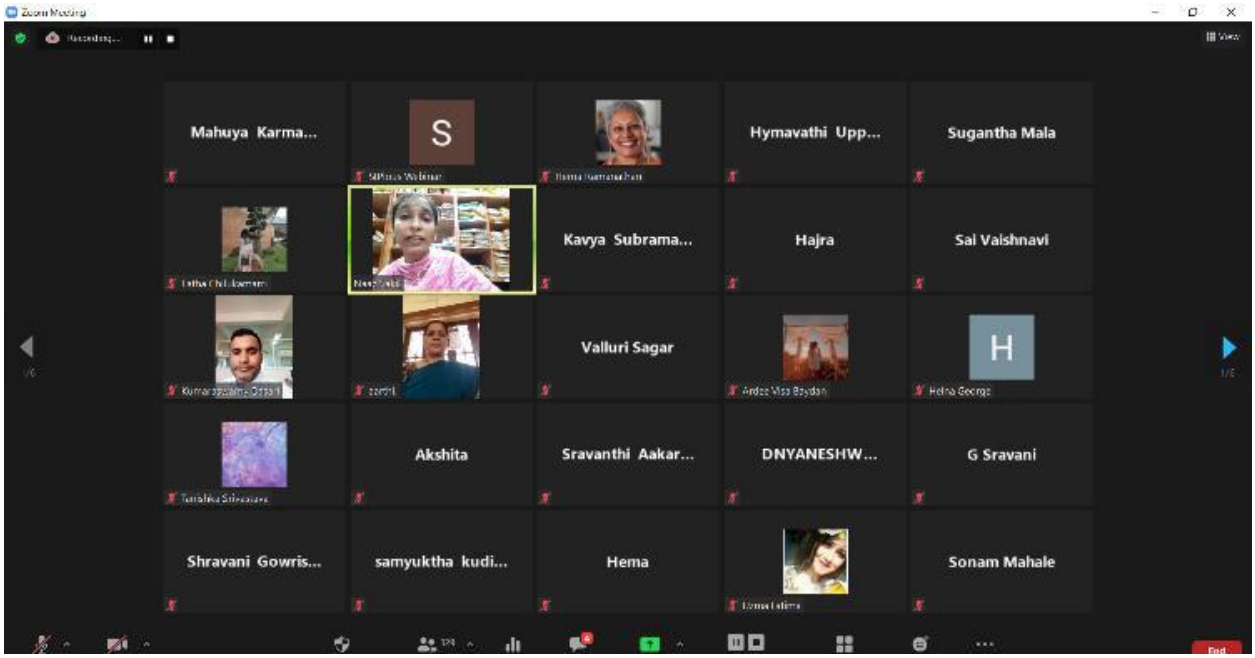


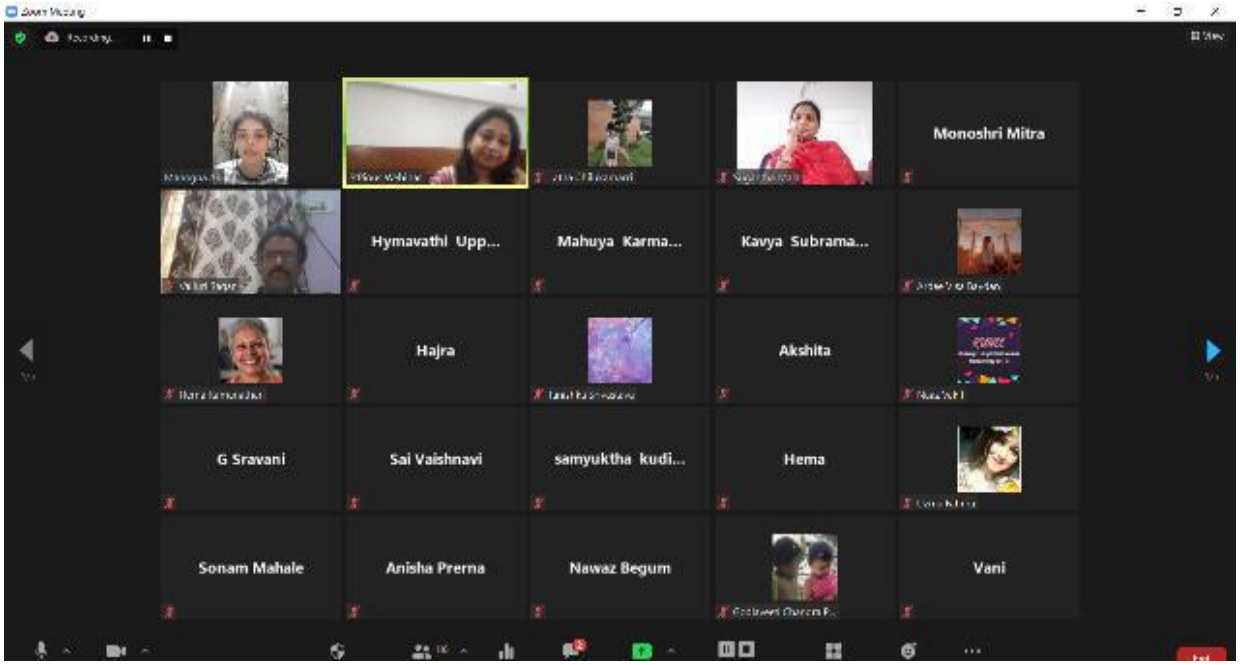






3. Panel Discussion





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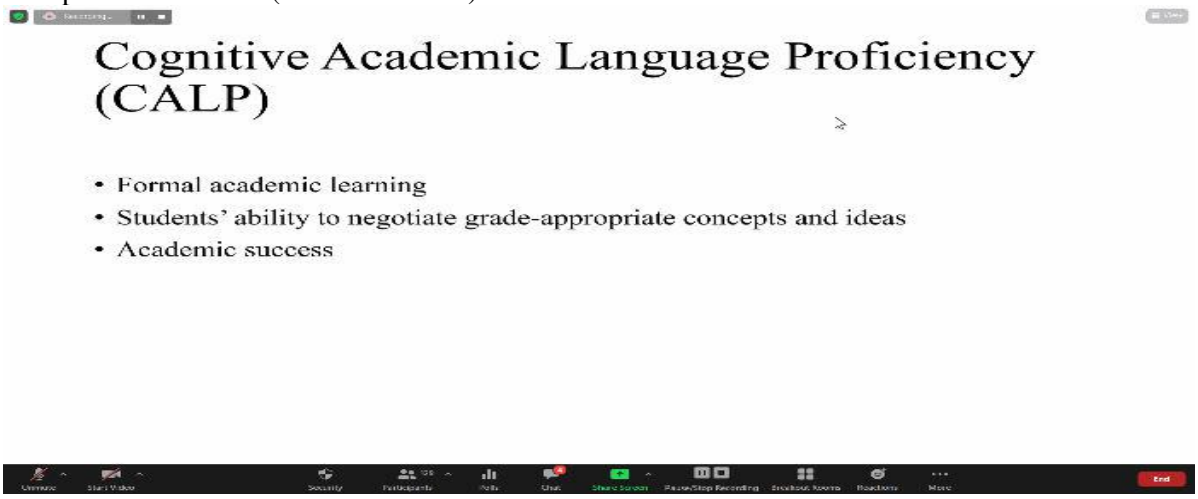

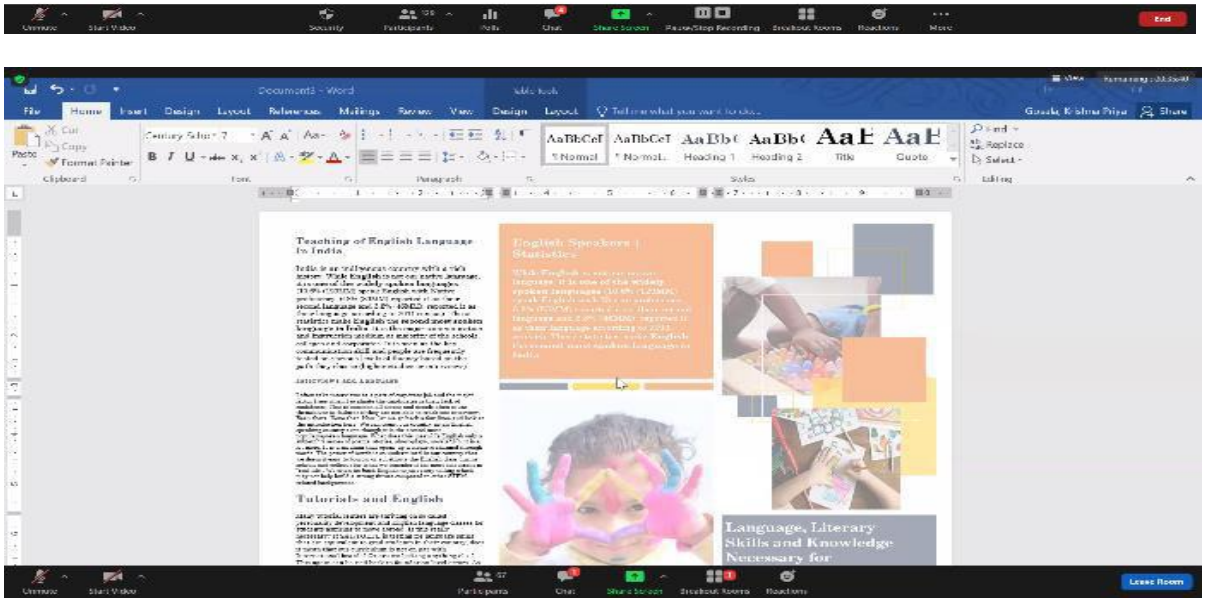

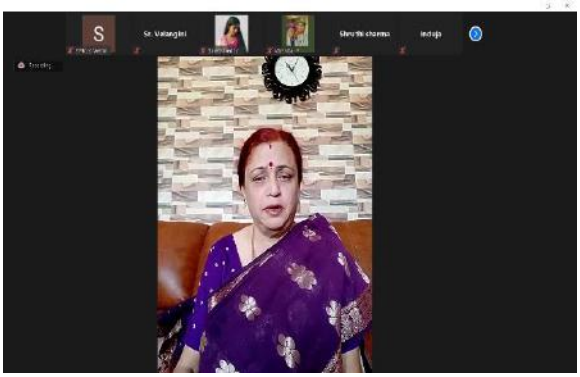

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International Web Conference
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18 & 19 February, 2021
Dept. of English, St. Pious X Degree and PG College for Women, Hyderabad, India.

Paper 1:

EVALUATION OF ENGLISH IN THE CCE METHOD: A STUDY OF WASHBACK EFFECT ON SECONDARY SCHOOL STUDENTS

Kumaraswamy Dasari
Assistant Professor of English, Government Degree College, Gajwel,
Research Scholar, Department of English, Osmania University, Hyderabad.
Email - dkumaraswamy999@gmail.com

***Abstract**: The study was conducted to find the washback effect of the evaluation procedure adopted for assessing English in the CCE on the students at the secondary school level in Telangana, and also to study whether the students have improved their English language skills due to the use of evaluation tools in the CCE. Students' district, gender, medium, and class are independent variables, and 'washback effect' related to the evaluation of English in the CCE dependent variable. 'Convergent Parallel Design' was adopted for the study, 'Non-probability Purposive Sampling Design' was employed for selecting a sample of 600 students from classes VIII, IX, and X from different Government and Zila Parishad Secondary schools from Karimnagar and Siddipet districts of Telangana state, India. A structured questionnaire was administered to the sample students for collecting quantitative data; and classroom observation was used for collecting qualitative data. Chi-square test was applied for testing the hypotheses; and narrative analysis (observation) was used for qualitative data. The study found that majority of the student respondents of the all the study variables agreed that the evaluation procedure adopted for English produced beneficial washback effect. However, classroom observation found that there was also harmful washback effect from the evaluation procedure of English.*

***Key Works**: washback, evaluation, CCE, variables, learning style, beneficial.*

1. Introduction :

Washback, also known as 'backwash' can be referred to what Hughes (2003) stated as "the effect of testing on teaching and learning" (p.1). Washback effect is both 'beneficial' and 'harmful'. If the washback effect promotes further learning, it is beneficial; on the other hand, if it hinders the learning by causing fear, stress, fatigue, lack of interest among the learners, it is harmful. Beneficial washback is one of the qualities of a good test, along with other characteristics such as validity, reliability, discrimination, and practicality.

Brown (2004) stated that washback is "the effects the tests have on instruction in terms of how students prepare for the test" (p. 28).This positive effect of testing may be in the form of encouraging the learners to do an assignment, to spend more study hours, using question banks, test papers, etc.; the transmission of students' strengths and weaknesses in the form of feedback; praising generously the correct response, like "Nice work", "Good", etc.; modifying teaching method based on the incorrect response from the learner(s). Beneficial washback also enhances language acquisition, intrinsic motivation, autonomy,

self-confidence, etc. Through backwash effect, language testing directly leads the way towards further language teaching and learning. Fear of testing of English leading to stress, strain and burden causing discontinuity of studies is the direct result of negative or harmful washback effect.

2. Context of the Study: Continuous and Comprehensive Evaluation (CCE) Method :

The traditional evaluation methods and procedures are devoid of any context, non-interactive, one-way and top-down, without feedback, harmful washback effect and usually suffer from certain drawbacks. As a result, it is unfortunate to witness the students who score high marks in the English 'subject' but are unable to use the language 'skills' for communicative purposes in their real life situations. Thus the very purpose teaching learning of the English language is bound to fail in achieving the stated objectives. In order to make language learning and evaluation more effective, the whole teaching learning and evaluation procedures need to be reformed, using various alternative evaluation tool. The Right of Children to Free and Compulsory Education Act, 2009, popularly known as the Right To Education (RTE) Act advocated "learning without burden"; not to subject them exam-related pressure; to monitor their progress through Continuous and Comprehensive Evaluation (CCE) for all around development of the learners.

As a result, the CCE Method was introduced by the Central Board of Secondary Education (CBSE) for the students of classes sixth to tenth. As a matter of policy, the then combined state of Andhra Pradesh also introduced the CCE Method in 2012 in the Primary and High Schools and the syllabi were modified accordingly in 2013.However the CCE Method in its full form, including Formative and Summative Assessments was introduced in Telangana State in 2014.

3. Statement of the Research Problem :

In consonance with the CCE, the evaluation of English has been in practice in Telangana since 2014. It is now necessary to study if the washback effect of the evaluation procedure adopted for assessing English in the CCE at the secondary school level in the state is beneficial or harmful.

4. Hypotheses of the Present Study :

Hypotheses are assumptions about the outcome of a research work. The present study was conducted with the following hypotheses:

1. Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and the district of their study.
2. Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and their gender.
3. Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and their medium of instruction.
4. Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and their class/grade.

5. Objectives of the Present Study :

In view of the hypotheses, the present study is conducted with the following objective:

- to study whether the washback effect of evaluation under the CCE Method is beneficial in teaching-learnng of English at secondary school level in Telangana.

6. Research Methodology adopted for the Study :

For the purpose of the study, the Convergent Parellel Design, a mixed methods research was adopted as research methodology. The design offers the benefits of both quantitative and qualitative research methods. The variables of the study include four independent variables 'district', 'gender', 'medium', and 'class'; and 'washback effect' related to the evaluation of English in the CCE is the dependent variable.For

the purpose of the sample of the study, 600 students, 300 each from both the selected districts; from the Classes VIII, IX and X; from both the gender groups (boys and girls); and from both media of instruction (Telugu and English) were the sample students of the study. Similarly, twelve classroom observations were also part of the study. The researcher of the present study adopted 'Non-probability Purposive Sampling Design' to select the sample from the available population of the study. The adopted sampling design offered the researcher the scope for selecting the sample items (student respondents) deliberately. For the purpose of Data Collection, the following research tools were used: Student's Questionnaire (SQ), and Classroom Observation Sheet (COS).

7. Review of Literature :

The researcher reviewed the following studies closely related to the evaluation of English in the CCE or in other similar assessment systems:

7.1. Research Studies Conducted Abroad

Abiy Yigzaw (2013) conducted a research study which found that 99.01 per cent of the students surveyed strongly believed that it was helpful if their performances were assessed continuously. Similarly, Ghoorchaei, Tavakoli, and Ansari (2010) conducted their research study in which majority of the interviewees viewed portfolio that their essay writing skills have been improved due to this formative assessment tool. Icy Lee and Coniam (2013) conducted a research study which showed that formative assessment positively influenced EFL learners' writing performance. Similarly, Riasat Ali, Najma, and Anwar (2010) undertook a study which found that the continuous classroom-based "assessment in shape of tests and assignments" (p. 108) improved their performance in English.

7.2. Research Studies Conducted in India

Angadi and Akki (2013) undertook a study that found that the students' achievement in English was improved in the CCE in the selected schools. Similarly, Sreelekha and Charyulu (2017) conducted an investigation to study the CCE pattern and pros and cons of the evaluation, and found that most of the students are always busy in preparing and solving the exercises than acquiring knowledge through study and so are their teachers. Similarly, Vanita Chopra and Ranjana Bhatia (2014) undertake a study whose findings revealed that overwhelming majority teacher respondents used various tasks for assessing the achievement of their students in listening skills, speaking skills, and writing skills; lack of awareness among the participating teachers led to the neglect of reading activities in the classroom.

8. Data Analysis and Interpretation :

Data analysis was done in line with the selected 'convergent parallel design' of the study. The data were divided into quantitative data and qualitative data, analyzed. The quantitative data of the study were analyzed using descriptive statistics (percentage, frequency, etc.), and inferential statistics (correlation-chi-square test). Similarly, the qualitative data was analyzed applying 'narrative analysis' (observation). Later the two types of analyses were merged and compared by relating one to another. Finally, the researcher prepared report of the findings, conclusions, and implications through the process of interpretation. In pursuing the research work, the researcher has taken all the axiological or ethical considerations.

8.1. Washback Effect of Evaluation of English in CCE Method-Sample Student Respondents

The 600 student participants were asked to respond to the statements:

a) "The impact of evaluation of English under the CCE (backwash effect) has beneficial effect on your learning of English."; and
b) "Evaluation tools such as group work, project work, slip test, and other classroom activities have improved your overall English skills."

The data collected from the student respondents was analyzed by using Likert's five-point scale: "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree".

8.2. Washback Effect of Evaluation of English in CCE Method-District wise Sample Student Respondents

The table 1 reveals that majority of the student participants from both the districts-58% from Karimnagar district and 50% from Siddipet district 'strongly agreed' that the evaluation of English had beneficial washback effect. The data analysis from the table1 concludes that the student respondents from Karimnagar district view that the evaluation of English had more beneficial washback effect.

Table 1 Washback Effect of Evaluation of English in CCE Method-District wise Sample Student Respondents (% in parentheses)

District	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Karimnagar	175(58)	102(34)	15(5)	5(2)	3(1)	300 (100)
Siddipet	150(50)	133(44)	2(1)	8(3)	7(2)	300 (100)
TOTAL	325(54)	235(39)	17(3)	13(2)	10(2)	600(100)

Source: Primary Data

The $\chi 2$ statistic was employed test the hypothesis: **Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and the district of their study.**

Result Analysis

Degrees of Freedom (*df*)	4
Calculated Value	18.2459
Table Value @ 5% level of significance	9.49

The calculated $\chi 2$ value (18.2459) is greater than the table value at 5% significance level for 4 degrees of freedom (9.49), resulting in the rejection of the stated null hypothesis. The alternative hypothesis (H1) can be proposed stating that there *is* significant relationship between the students' response about the washback effect of evaluation of English in CCE method and the district of their study.

8.3. Washback Effect of Evaluation of English in CCE Method-Gender wise Sample Student Respondents

As the table 2 shows, more than one half of the student participants from both gender groups (51% from Boys and 57% from girls) 'strongly agreed' that the evaluation procedure adopted for English produced beneficial washback effect. The data analysis concludes that both boys and girls are of similar view on the question of washback effect of the evaluation of English in line with the CCE.

Table 2 Washback Effect of Evaluation of English in CCE Method-Gender wise Sample Student Respondents (% in parentheses)

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Boys	130(51)	109(42)	9(4)	5(2)	2(1)	255 (100)
Girls	195(57)	126(37)	8(2)	8(2)	8(2)	345 (100)
TOTAL	325(54)	235(39)	17(3)	13(2)	10(2)	600(100)

Source: Primary Data

The following null hypothesis was formed, put to the $\chi 2$ test and the results were presented: **Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and their gender.**

Result Analysis

Degrees of Freedom (*df*)	4
Calculated Value	5.1979
Table Value @ 5% level of significance	9.49

The calculated chi-square statistic (5.1979) is less than the table value at 5% significance level for 4 degrees of freedom (9.49) resulting in the nullification of the null hypothesis. It means that there *is no* significant association between the two study variables, i.e., the washback effect of evaluation of English in CCE method and the student respondents' gender.

8.4. Washback Effect of Evaluation of English in CCE Method-Medium wise Sample Student Respondents

The data analysis from the table 3 explains that more than of the half of the respondents from the selected media, 53% of the English medium student respondents and 55% of their Telugu medium counterparts 'strongly agreed' that the evaluation procedure adopted for assessing English produced beneficial washback effect.

Table 3 Washback Effect of Evaluation of English in CCE Method-Medium wise Sample Student Respondents (% in parentheses)

Medium	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
English	203(53)	160(43)	9(2)	5(1)	3(1)	380 (100)
Telugu	122(55)	75(34)	8(4)	8(4)	7(3)	220 (100)
TOTAL	325(54)	235(39)	17(3)	13(2)	10(2)	600(100)

Source: Primary Data

The $\chi 2$test was applied to the hypothesis: **Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and their medium of instruction.**

Result Analysis

Degrees of Freedom (*df*)	4
Calculated Value	11.4296
Table Value @ 5% level of significance	9.49

The calculated chi-square value (11.4296) is greater than the table value at 5% significance level for 4 degrees of freedom (9.49) leading to the nullification of the null hypothesis. Therefore, an alternative hypothesis (H1) can be proposed.

8.5. Washback Effect of Evaluation of English in CCE Method-Class wise Sample Student Respondents

As analysis of the data presented in the table 4 explains, more than one half of the respondents from all the selected classes VIII, IX and X (54%, 54% and 55% respectively) strongly agreed that there was beneficial washback effect from the evaluation procedure adopted for assessing English at secondary level in the CCE.

Table 4 Washback Effect of Evaluation of English in CCE Method-Class wise Sample Student Respondents (% in parentheses)

Class/Grade	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
VIII	78(54)	52(36)	7(5)	5(3)	3(2)	145 (100)
IX	122(54)	87(39)	5(2)	7(3)	4(2)	225 (100)

X	125(55)	96(42)	5(2)	1(0)	3(1)	230 (100)
TOTAL	325(54)	235(39)	17(3)	13(2)	10(2)	600(100)

Source: Primary Data

The $\chi 2$ statistic was employed to test the hypothesis: **Null Hypothesis (H_0): There is no significant relationship between the students' response about the Washback Effect of evaluation of English in CCE method and their class/grade.**

Result Analysis

Degrees of Freedom (*df*)	8
Calculated Value	9.0455
Table Value @ 5% level of significance	15.51

As the calculated $\chi 2$ value (9.0455) is less than the table value at 5% significance level for the 8 degrees of freedom (15.51), the null hypothesis stands validated.

9. Findings about Washback Effect of Evaluation of English in CCE Method :

On the basis of the data analysis and interpretation and analysis of the classroom observations, the study reported the following findings:

a) Majority of the student participants from the selected districts, 58% from Karimnagar district and 50% from Siddipet district 'strongly agreed' that the evaluation of English has beneficial washback effect.
b) Majority of the student participants from both gender groups (51% from Boys and 57% from girls) 'strongly agreed' that the evaluation procedure adopted for English produced beneficial washback effect.
c) More than of one half of the student respondents from the both media of instruction, 53% from the English medium and 55% from the Telugu medium 'strongly agreed' that the evaluation procedure adopted for assessing English produced beneficial washback effect.
d) Majority of the student respondents from all the selected classes VIII, IX and X (54%, 54% and 55% respectively) 'strongly agreed' that there is beneficial washback effect from the evaluation procedure adopted for assessing English at secondary level as part of the CCE.
e) Majority of the teachers of English and the students who were part of the study were found to be fully involved in the activities prescribed in the English Textbooks which are prepared based on the sound pedagogical principles enunciated in the CCE method.

10. Conclusions about Washback Effect of Evaluation of English in CCE Method :

Based on the findings from two strands of data analyses, the present investigation drew the following conclusions:

a) The student respondents from Karimnagar district are more inclined to say that the evaluation of English in the CCE has beneficial washback effect.
b) Majority of the sample girls and boys feel that the assessment of English in the CCE is highly beneficial for learning English.
c) The student respondents from English medium are slightly inclined to the view that there is beneficial washback effect from the evaluation of English in the CCE at the secondary school level.
d) Majority of the sample students across all the selected classes say that the washback effect of the evaluation of English is beneficial.
e) Some beneficial washback effect is visible particularly when the topics provided for project work, creative activities, writing skills are taken up for learning and assessment of English. In the contrast, harmful washback effect is also observed in the evaluation procedure adopted for assessing English in the CCE: majority of the students are found to be copying from other fellow students, especially projects, homework, etc.

11. Implications

The findings and conclusions of the present study have significant implications for the students, teachers of English, and school administrators. The findings of the study help students studying at the secondary school level understand the beneficial washback of the evaluation of English the CCE method on their learning the language in a more focused manner 'to prepare the students for the real life'. For teachers of English, the study's findings have significant implications. There are perceptible differences in the views of the teachers of English and their students about the washback effect of the evaluation procedure adopted for assessing English in the CCE. The study will help the teachers of English in looking the issues associated with assessment of English through the lenses of their students; therefore they can better understand their students in a better way and may make changes in their teaching English.

12. Conclusion :

Washback is an important characteristic in an assessment situation. As Brown (2004) stated that the "beginning of further pursuits, more learning, more goals, and more challenges to face. Even a final examination in a course should carry with it some means for giving washback to students" (pp. 29-30). The research study realized its objective of identifying the nature of washback effect of the evaluation procedure adopted for assessing English in the CCE in the selected districts.

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Paper 2:

THE GROWING NEED FOR PRESENTATION SKILLS IN TODAY'S COMMUNICATIVE WORLD

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Abstract: *Good public speaking skills are very important for any person who is working in a business firm or in an educational institution, or for students. In any career, people are bound to encounter many situations which demand effective presentations. Presentations skills play a vital role to all professionals, technocrats and business organizers. They have become a part of communication. To be an effective communicator, one must have good presentation skills. It helps people to communicate more effectively and professionally with your audience, boss, team members, teachers, students and so on. Many skills contribute to professional success but the ability to communicate orally in front of group of people is more important. Most of the courses and careers require presentation skills now-a-days. One who understands the underlying techniques and principles about presenting will become a more confident speaker. So, Presentation skills is considered as one of the abilities that enables an individual to interact, transmit the messages, engage the audience, interpret and understand the mindset of the listeners.*

Key Works*: Presentation skills, Communication, Interaction, Listeners, Techniques.*

1. Introduction:

Good public speaking skills are very important for any person who is working in a business firm or in an educational institution, or for students. In any career, people are bound to encounter many situations which demand effective presentations. Presentations play a vital role to all professionals, technocrats and business organizers. It is relatively a very formal kind of talk which requires preparation. As the field of technology is increasing day by day, it has become necessary for people to put forth their ideas on any genre or field in the form of a presentation within the time allotted to them.

At Work Place:

People play various roles at work place. At some time or the other people may have to present a Presentation during their working period. For example-

- As a team leader, one has to present before the corporate committee, a product which the team has brought out.
- As one of the higher ups in administration, one has to present goals, achievements, and activities taken up to an important visitor.

Presentation skills have become a part of communication to be an effective communicator, one must have good presentation skills. It helps people to communicate more effectively and professionally with your audience, boss, team members, students, and teachers.

2. Nature of oral Presentation:

An oral presentation is a form of oral communication. It is a two-way communication process. It is purposeful as it has a definite purpose. However, it is considered as interactive as it involves both speaker and as well as listeners. Oral presentation is dealt in a formal situation from the listener's perspective. There are several forms of oral presentation such as seminars, workshops, conferences, general meetings etc.…Whatever may be the form of presentation, there will be certain objectives. The objectives may range from exploring a new area of information to introducing new product by a company. Oral presentations differ from other forms of oral communication such as speeches and debates. It raises a particular issue for discussion.

3. Importance of Presentation skills:

Many skills contribute to professional success but the ability to communicate orally in front of group of people is more important. Oral presentation is a tool of professional and business interaction. A good presentation can do wonders for a person. On the other hand, a poor presentation of ideas may reduce one's professional image resulting in personal loss.

The ability to deliver an effective presentation is essential for all the people. One should know how to present his ideas in a persuasive way, how to make grab the attention of the audience, how to use appropriate visuals during a presentation and how to reflect confidence while speaking. The presenter should have the ability to begin his presentation in an effective way, develop the ideas logically and conclude the presentation with something memorable. One has to understand the basic elements of an effective presentation – the 4 Ps that is Plan, Prepare, Practice and Perform.

4. Principles of Presentation:

There are some principles which everyone must follow in Presentations. The first one is the purpose of the presentation that decides the content, context and style which are very important for audience interaction and interest. For example, if the purpose of presentation is only to provide information or to analyze any situation, the audience will interact and ask questions or offer valuable suggestions. A general purpose as well as a specific purpose should be identified. General purpose includes – to inform the audience by sharing information, to persuade the audience and to demonstrate by helping the listeners to understand.

The next important is analyzing the audience which is very important to identify. The presenter must have knowledge of audience's interests. Audience may be the clients, colleagues, superiors or sometimes unfamiliar faces, or a good mixture of all these. So the nature of audience has a direct impact on the presentation. Familiarity with the topic, audience areas of interest in, the size of the group, age of the group, their educational background etc.… are necessary for the presenter to give a good presentation. The presenter must give an impression to the audience that he wants to share his views with them. While presenting one must have confidence and conviction, crystallize the points as it is easy to comprehend, with an attitude of alertness, and encourage questions from audience at the end of presentation.

One must also know the occasion on which the presentation is to be made. Several aspects of the events like its background, the people involved, the organizations or associations linked to the events etc.… Generally, a title has to be chosen for the presentation. The title must be appropriate and it must convey the essence of the message.

Once the presentation is planned, it is time to begin preparing for it. Preparing well is the key to success. The presenter must deal with various aspects before presenting a presentation. Preparing for a

presentation involves developing the central idea and the main points, gathering supporting material, and planning visual aids.

On one hand, the presenter must know to select the main ideas and organize the presentation in a proper way. It is known fact that ability to speak confidently in public varies from person to person. The presenter must gather lot of information and prepare with confidence. He has to arrange the information into three parts namely Introduction, Body and Conclusion.

5. Organizing the presentation:

The opening of the presentation should convince the audience to listen it. The major elements of an oral presentation are introduction, body and conclusion. In introduction, the presenter must get the audience attention, introduce the subject and establish the credibility by preview the main ideas.

The body of the presentation contains the main content. Most people fail to make an effective presentation because they try to convey so much information and include so many ideas. So, the presenter should ensure that his/ her information is accurate, complete and relevant. As the body of the presentation is structured, the speaker should choose one particular sequence. In developing the sequence of a presentation, transitions between sections, illustrations that will be used, and points of emphasis also be decided.

In conclusion of the presentation, one should summarize, reemphasize the central idea, focus on a goal, motivate the audience to respond and provide closure.

6. Rehearsing and improving the delivery of the presentation:

Rehearsing should be planned and conducted properly and systemically. Rehearsals should be planned well in advance, leaving sufficient time between the rehearsal and the actual presentation so that there is enough time to make the required modifications in the presentation. A rehearsal is an opportunity to review and revise the presentation. So, the main purpose of rehearsals is to help learn to make the presentation with confidence in a natural and spontaneous way.

It is essential to improve delivery in order to give effective presentations. Improving delivery involves understanding several delivery methods and choosing an appropriate method to perform without fear. There are three basics methods of delivery: the memorizing method, reading method, the outlining method etc. A speaker may choose one method of delivery that suits his/ her content, style and objectives. On the other hand, one must also check his/her voice, volume, tone, pitch and pace properly.

7. Reviewing techniques for an effective presentation:

The speaker must start his presentation with confidence using good techniques like quotation/anecdote/ question etc.…Next, he/she must make sure that the presentation is clear with good supporting material. The speaker must have an advance planning. So that he/she is tension free. Effective gestures, body movements and walking patterns will create an impression on the audience. In addition to that the speaker must maintain eye contact with the audience. Then, visual aids also must be used to create an effect and the speaker should pay attention to even to the smallest details. Finally, the presentation should be concluded by summarizing the key points and the audience should be left with a positive impression.

8. Conclusion:

Most of the courses and careers require presentation skills now-a-days. One who understands the underlying techniques and principles about presenting will become a more confident speaker. Speaking effectively and persuasively can acquired and developed with practice. So, Presentation skills is considered as one of the abilities that enables an individual to interact, transmit the messages, engage the audience, interpret and understand the mindset of the listeners.

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Paper 3:

ROLE OF TASK IN SECOND LANGUAGE TEACHING, LEARNING AND ASSESSMENT

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Abstract: *Language skills are an important part of any language learning. The importance of language lies in its ability to produce meaning in communication. So, in order to have good communication skills, language skills become important. However, there exist a gap in ESL learner's language knowledge and production. This happen mainly because a lot of emphasis is given on the theoretical and the linguistic elements of the language without much practice in the language classrooms. To take the most out of a language teaching learning experience, integration of skill practice is necessary. Thus, proper implementation of task plays a key role in narrowing the gap. This paper attempts to explore the role of task in enhancing the learner's language skills and how it can be structured effectively in a lesson plan for maximum outcomes.*

Key words: *Communication skills; pedagogic task; task-based language teaching and learning (TBLT); language skills and target task.*

1. Introduction :

The importance of language skills in the 21st century has been recognized by researchers and academicians worldwide. The importance of language skills also arise from the fact that, knowledge is personal and highly individual while skills operate within communities through a system of interaction. As man is a social being, we are bound by our relationships with our fellow beings. It is through interaction that meaning is created and so, are our social realities. Halliday (1978) explains communication as a "sociological encounter" through which social reality is "created, maintained and modified". For the continual existence of this system of interaction, skills are required. Listening and reading skills are input skills that seeks to understand meaning in a text, while speaking and writing skills are output skills that expresses views, ideas, concepts etc. to the world. So, the integration of task in language curriculum becomes necessary to practice all the skills while also focusing on features of language.

2. Tasks, Activities and Exercises :

Tasks, activities and exercises are mostly assumed as synonyms of one another while the fact is that they all are very different. However, they all are helpful tools in developing learner's language skills. Merriam-Webster dictionary defines activity as 'the quality or state of being active'. It can also mean that 'activity' in language learning is learner's active participation in the teaching learning process. In case of

task, it is much more than that. Task has the potential to provide evidence for what learners have learnt and to identify where help is required. Ellis (2003) defines tasks as

> 'Tasks 'are activities that call for primarily meaning-focused language use. In contrast, 'exercise' are activities that call for form-focused language use. However, we need to recognize that the overall purpose of the tasks is the same as the exercises-learning a language-the difference lying in the means by which this purpose is to be achieved.

He further made a distinction between form-focused and meaning-focused language use relating to the role of participants. In task, the learners are required to use the language in a communication process that mirrors the processes involved in real world activities. So, Learning is incidental. In exercise, learning is intentional as learners use language only as learners and not language users. Skehan (1998) states task as "an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome". From the definition of task given by Skehan, the Criteria for what constitutes a task and what sets a task apart from others are as follows:

1. Tasks are activities where meaning is primary.
2. Tasks have a relationship to the real world, which means that language is not contextualized as in traditional language learning where the focus is on particular aspects of language, the language use in task should be relevant to communication outside of the classroom.
3. Task has to be completed which means gaps in communication must be overcome or communication problem must be solved in order to convey meaning.
4. Assessment of task performance should be in terms of the task outcomes.

So, tasks are a complete set-in language learning. Task, unlike exercises or activities focuses primarily on meaning production through the use of language skills in relation to real life situations, the outcome of task can be measure in two ways. First, how far the communication is effective or how far meaning has been conveyed i.e, the non-linguistic outcomes. And second, the quality of language. A task can be ordering a pizza, writing a job application, telling a story based on a picture etc. So integration of task in our language classrooms will help develop learner's language skills effectively.

3. Role and structure of task in planning a lesson :

The role of tasks in second language learning is to support learners to employ language skills that exhibit real life situations. There are different dimensions of a task and it can be divided and differentiated into different types but the most important dimension is Target and Pedagogic tasks. Target task in language communication refers to the use of language outside of the classroom and Pedagogic task is the use of language in classroom. Long (1985), makes a distinction between target tasks and pedagogic tasks in framing his approach to task-based language teaching. He argues that a target task "is a piece of work undertaken for oneself or others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child…by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between". Analyzing Long's definition, Nuan (2004) states that task is "non-technical and non-linguistic". It doesn't necessarily use language and task may be part of a larger sequence of task. For example, painting fencing doesn't need the use of language but there is possibility that someone has given instruction on how to paint a fence. So, task can be a subset of a larger task. However, when this task is transferred into a classroom scenario, it becomes a pedagogic task. Pedagogic task offers a close proximity of target task.

Thus, helps in achieving the purposes intended to fulfill, as interaction and practice is the key to improving language skills. However, the integration of task in a syllabus is through two main approaches namely: task based and task supported syllabus. A syllabus can either be task based or task supported, based

on whether the task is put in the central place in a syllabus or not. In task-based language pedagogy, task occupies a key role and act as the important units of a syllabus design; also, the syllabus and assessment are made on the basis of the pedagogic task. Task based learning subscribes to the ideas of both student centric learning and learning by doing while teachers only act as facilitator in a learning setting. Thus, resembling classroom practices with real life situations. Also, the syllabus calls for active language skills engagement with support from the additional learning materials in the syllabus. And, in task supported language pedagogy, task acts as a support while positioning learning materials at the center. So, task doesn't constitute the organizing principle. The purpose of the task here is to support the learning material and offer opportunities to practice the skills. However, while designing a syllabus, it is important to remember that no single type of syllabus is appropriate for all the teaching settings. Because the conditions and the needs of the learners in an educational learning setting is different. It would best if need analysis of the learners are conducted and accordingly choose the design of the syllabus. Dr. Andrea Revesz, in a lecture states that with task, language instruction is more effective as task is meaning based and can supplement timely focus on features of languages like grammar, pronunciation etc. She further adds that task can "integrate a focus on meaning with a focus on language".

Sequencing or structuring the task in lesson plan can be done in terms of 3 phases

1. Pre task phase: in this phase teachers introduces a range of activities learners can do before they begin the task. It is also in this stage that the instructions of the task are given and the learners are informed about what is expected from them. This stage prepares the learners for the tasks.
2. During task phase: this phase is concern with students doing the task using the resources provided to them. The teacher monitors the task and provides encouragement when needed. Feedback or report about task is provided.
3. Post task phase: this phase follows up the procedures and activities of the task. The teacher then brings out the needs of the learners where practice and focus in language is needed.

In Task based language teaching and learning (TBLT), the sequencing of task in lesson plan is done against the traditional PPP (presentation, practice, production) lesson plan. The advantages of this structure are that the learners are given control over the use of language, so language resources are not restricted on any pre-selected item and language focus is made easy and effective for learners as the teachers assessed learner's performance during task and provides feedback on where learners focus should be thus need analysis of the individual learners are made possible.

4. Conclusions:

Integration of task in language classroom is one of the best ways to enhance learner's language skills. Tasks cater to the needs of all the skills in language learning and emphasizes on producing meaning. Moreover, tasks are quite flexible in a sense that different skills can be integrated in a task to fulfill the needs of the students in an educational setting. Every learner is different and task can accommodate any need and penetrate into the features of the language learners need to work on to produce maximum learning outcomes while also providing a space for skills assessment. Thus, task can effectively reduce gaps in language learning

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Paper 4:

UNDERSTANDING SOCIO-CULTURAL BARRIERS TO EFFECTIVE COMMUNICATION

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Abstract : *Communication skills are considered as one of the mandatory employability skills, workplace skills as well as social skills. Therefore, Students and professionals require to develop and nurture effective communication Skills. However, not all the students and professionals communicate effectively as they face numerous communication barriers. The barriers can arise due to Physical, organizational, Mechanical/technological, socio-cultural, psychological and linguistic factors. Understanding and overcoming of these barriers is essential for healthy interpersonal and organizational communication. Generally, Communication skills trainers and teachers focus on enhancing linguistic competence of the trainees/learners for developing the skills required for personal, organizational as well as social communication. For effective communication, one needs to develop apt linguistic abilities as well as socio-cultural and psychological awareness. As the communication barriers are dynamic and multidisciplinary in nature, one must not just focus on overcoming linguistic barriers but socio-cultural and psychological barriers too. The paper attempts to create understanding and awareness about select Socio-Cultural barriers as these factors are agency to ineffective/improper communication and unhealthy relationships.*

Key Words: *Communication, barriers, Socio-cultural barriers, employability skills, workplace skills, Social skills*

1. Introduction :

Communication is inseparable part of one's personal and professional life. Communication includes all the activities of listening, speaking, reading, writing, understanding and responding. (Chakradev 1-1). Dr. Farland defines communication "as a process of meaningful interaction among human beings. More specially, it is the process by which meanings are perceived and understandings are reached among human beings". Louis A. Allen views Communication as "the sum of all the activities that one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic process of telling, listening and understanding".

Effective Communication skills are considered as important and mandatory employability skills, workplace skills as well as social skills. Therefore, students and professionals require to develop and nurture

effective communication skills. However, many individuals fail to communication effectively because they face numerous barriers to effective communication. The factors that affect the process of effective communication are called as 'barriers to communication' (Chakradev 2-12). Shannon- Weaver Model of Communication considers all these barriers as "Noise" in the communication process. (Models and Communication). The communication barriers can arise due to Physical, organizational, Mechanical/technological, socio-cultural, psychological and linguistic factors. Understanding and overcoming of these barriers is essential for healthy interpersonal and organizational communication. Generally, Communication skills trainers and teachers focus on enhancing linguistic competence of the trainees/learners for developing the skills required for personal, organizational as well as social communication. For effective communication, one needs to develop apt linguistic abilities as well as socio-cultural and psychological awareness. As the communication barriers are dynamic and multidisciplinary in nature, one must not just focus on overcoming linguistic barriers but socio-cultural and psychological barriers too. The paper attempts to create understanding and awareness about select Socio-Cultural barriers as these factors are agency to ineffective/improper communication and unhealthy relationships.

2. Discussion :

Socio-cultural communication barriers can be defined as socio-cultural factors which act agency to hamper the process of effective interpersonal or organizational as well as social communication. There are innumerable social and cultural groups in the contemporary world. Each of these socio-cultural groups has distinct features and identities. When members of one cultural or social group try to interact or exchange ideas/information with other such groups, if communicators lack the socio-cultural common frame of reference and respect, then the members will engage in hostile, discriminatory, hateful, non-professional communication styles for interpersonal and workplace communication. Many of the individuals do not even know that their communication is affected by the socio-cultural factors. Let us understand select Socio-cultural Barriers.

a) Socio-cultural discrimination:

Due to lack of acceptance, tolerance, and failure to adapt inclusive approach to Socio-cultural diversity within a nation or across the nations, individuals and communities harbour tendencies to discriminate and oppress people of diverse socio-cultural identities. Instead of viewing these diverse identities as mere facilitating factor for social categorization, the diversity is viewed as a threat or danger. The entire world has a rich heritage of the social cultural diversity. But the contemporary Intragroup or intergroup conflicts and misunderstandings at national or global level can stand the testimony how these discriminatory tendencies affect the free and frank interactions.

"Yet among the 7 billion of us there are diverse ways of Understanding
the world, of languages, of and of ways of defining our identities"
(Jandt 39)

Fred E Jandt stated that "it then becomes obvious that diverse identities are can be at the root of communication barriers" (Jandt 23).

b) Negative Social Stereotyping

Negative Social stereotyping affects the interpersonal and social interactions. The Online Cambridge dictionary defines stereotypes as "a set idea that people have about what someone or something is like, especially an idea that is wrong". The APA dictionary of Psychology defines stereotypes as "a set of cognitive generalizations about the qualities and characteristics of the members of a group or social category…" Walter Lipman, a notable journalist, popularized this term and defined it as "as the image people have in their heads of what a social group is like". (http://psychology.iresearchnet.com/social-

psychology/prejudice/stereotypes/). The field ofSocial psychology studies and researches how negative stereotypes affect social interactions. These stereotypes can be related to countries, Castes, communities, cults, cultures, as well as race, region, religion, sexes, age, and gender, etc. Due to these negative stereotypes and prejudices, an individual or entire community either avoids interactions with the stereotyped persons or communities or the individual/community engages in hateful, abusive or an unhealthy communication style. Generally, the perceived or real objectionable act of one person is perceived as an act of his/her entire community and that community faces a lot of issues and problems while communicating at general and specific occasions. The members of that community face excommunication, marginalization, subjugation and theses members are stigmatized permanently. In Indian contexts, these stereotypes affect communication between the upper castes and the oppressed castes, the natives of a region/place and the migrants, Men and Women, one religion and other religion, and other such like socio-cultural groups. The common social expressions like: the Marwaris are cunning, opportunists, practical, money minded people, Women can't take tough business decisions, the migrants are taking the resources and jobs of natives, the people belonging to the reserved category lack talent and they are getting admissions or jobs just because of the reservation policy, the Maharashtrians cannot do and manage businesses, the rich become rich by exploiting and looting the poor, the Christians are on a mission to converting people to Christianity. the Hindus and the Muslims are enemies of each other, etc.; portray social barriers to communication. The idea of terming a religious group as terrorists, rationalists as anti-God, the migrants as burden, terming a state as criminal/rape capital/state of the country, queer, transgenders and LGBT groups as sinful or cursed, are result of these social and cultural stereotypes. In the cross cultural or international context, the expressions like, the Blacks are uncivilized, ugly, criminals, the whites are racists and victimizers, the Indians are not punctual, Pakistan is harbor house of terrorists and terrorism, Pop Music leads people astray, etc. show these cross-cultural impressions which act as barriers. The contemporary electronic and print media too is not free from these stereotyping. The image/iconography of police, politicians, politics as highly corrupt, select business groups as fraudsters, communities and cultures set to war against each other due to religious or cultural issues; and portrayal of women in web series and cinema, intentionally or unintentionally, as vulnerable and weaker groups of society act as agency to creating and empowering these stereotypes.

c) Use of Racist, Ethnocentric, Gender centric and Class centric communication:

Racist and ethnocentric groups always dominate the interpersonal and social communication. Gender - centric and Class centric attitudes affect personal and social harmony. The Collins dictionary defines Racism as, "is the belief that people of some races are inferior to others, and the behavior which is the result of this belief. Racism also refers to the aspect of a society which prevent people of some racial groups from having the same privilege and opportunities as people from other races." The Cambridge dictionary defines ethnocentrism as "the belief that the people, customs, and traditions of our own race or country are better than those of other races and countries." N.G. Akmayeva considers stereotyping and ethnocentrism as major barriers to cross cultural interaction. (Akmayeva). The communication differences arising out of gender-centric and class centric individuals, societies or cultures actually hamper the national and international harmony. The oppression of Dalits in India, social atrocities and slavery faced by the Afro-American Communities in the United States of America, the numerous genocides in the history, the oppression and exploitation of the labor or poor class, the verbal, physical and psychological violence against Women as well as members of LGBT communities and other such like groups is apt portrayal of consequences of racist and ethnocentric and gender-centric communication. Even in the contemporary society, numerous women face several 'Gender Justice and Workplace security' issues at professional level; and they face domestic abuse and violence at the personal level. Even though Women have proved that they can be effective employees or business professionals, and work effectively in other such like domains, yet many individuals and communities view them weaker and fragile. The male dominated groups think that women are unfit for dealing with workplaces issues and they cannot handle leadership positions.

d) The use of demagoguery and hate speeches:

The Merriam webster dictionary defines demagogue "as a leader makes use of popular prejudices and false claims and promises in order to gain power". The demagogues generally play the politics of representation by distorting the social, economic, political and cultural as well as religious and spiritual facts and theories. They are skilled at generating socio-cultural prejudices and discrimination. The United Nations Strategy and Plan of Action on Hate Speech states that there is no unique internationally acceptable definition of hate speech. However, the document defines hate speech as "any kind of communication in speech, writing or behavior, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, on the basis of their religion, ethnicity, nationality, race, color, descent, gender or other identity factor." (United Nations May 2019). Bhiku Parekh, a notable political philosopher states that "Hate speech is objectionable for both intrinsic and instrumental reasons for what it is and what it does. As we saw, it views members of the target group as an enemy within, declares a war on them, refuses to accept them as legitimate and equal members of society, and in those and other ways subverts the vary basis of social life" (Parekh 05).

e) Cross-cultural intolerance:

The caste and class conflicts as well as intra-cultural, intercultural and cross-cultural intolerance lead to active and passive social conflicts; generate hatred for each other; and generate social and political unrest. In the cross-cultural communication contexts, each culture has distinct characteristics, cultural norms, social customs, taboos and ethics. If intra-culture and intercultural groups knowingly or unknowingly violate those customs or norms, these violations lead to socio-cultural barriers.

3. Conclusion :

Ever-growing cross-cultural intolerance and other socio-cultural issues at national as well as global level have compelled the thinkers, researchers, policy makers to study the numerous socio-cultural communication barriers for developing strategies and plans to overcoming these barriers. The awareness about socio-cultural communication barriers can be viewed as the first step to overcoming these barriers. The writer thinks that individuals and communities should practice an unconditional acceptance of 'others' and they should show tolerance for other socio-cultural groups.

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Paper 5:

DECENTERING ABLEISM: A DISABILITY STUDY OF CRIPPLES, BASTARDS, AND BROKEN THINGS IN GAME OF THRONES

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Abstract : *Disability Studies emerged as an important sub-division in Cultural Studies in the late twentieth century. It was started by the western disability rights activists as a civil rights movement later entered into academic studies by scholars like Michael Foucault, Julian Bond, Erving Goffman, Tobin Siebers, and Michael Davidson. It analyses individual bodies with physical, mental, and chronic impartments who are considered as "abnormal." Like gender, race, class, and sexuality, disability is also an important part of one's identity. Game of Thrones is an American fantasy television series based on the fantasy novel series A Song of Ice and Fire. It is telecasted from 2011 to 2019 with seventy-three episodes over eight seasons. The paper focuses on the role of disabled characters like Tyrion Lannister, Bran Stark, Lord Varys, Jamie Lannister, The Hound, Theon Greyjoy, Hodor, and Jorah Mormont. These characters played a vital role in the ableist power structure to decenter the idea of disability is not an abnormality.*

Key Words: *A Game of Thrones, Disability Studies, abnormal, ableism.*

1. Introduction :

Television Studies is an academic discipline that emerges from two broad areas in the field of social sciences. It has a dual approach from media studies for the audiovisual aesthetics and from cultural studies for its socio-cultural hegemony in the power structure that is influenced by popular culture. It analyses the television from textual content with various critical approaches that are centered on the social phenomenon. As a sub-genre in mass communication, it also focuses on cinematic and visual qualities. Television series attained huge medical and economic success from the late 1990s. It totally changed the media system from convergence culture to participatory culture. The paper focuses from the cultural researchers' perspective that how meanings from television (as a text) are viewed by the audience through reception theory for its neoliberal culture. *Game of Thrones* is an American television series based on the debut novel of George R. R. Martin's epic fantasy novel collections. The series was scripted by David Benioff and D. B. Weiss for HBO. It has eight seasons with seventy-three episodes that won numerous awards.

2. Approach:

Disability Studies first emerged as the disability rights movement in the late twentieth century. After the intervention of scholars and theorists like Julian Bond, Erving Goffman, and Michael Foucault, it is

developed into academic interdisciplinary. The Modern Language Association (MLA) recognized it as a division of academic study. It observes the nature and meaning of disability that is a social construction. It tries to distinguish that the body or mind is just "imparted" not "dis-abled." Here the medical model of impartment is changed into a social model of disability. It voices against the social discrimination and prejudice of ableism who considered disabled people as inferior and need fixing. The paper focuses on the role of disabled characters like Tyrion Lannister, Bran Stark, Lord Varys, Jamie Lannister, The Hound, Theon Greyjoy, Hodor, Khal Drago, and Jorah Mormont. These characters played a vital role in the ableist power structure to decenter the idea of disability is not an abnormality.

3. Research Finding :

In the *Game of Thrones*, the grand narrative centers on impermanence and indecisiveness of power. The characters attained disability through two reasons that are birth impairments and misfortune impartments by injury or illness. For the lifetime impartment: Tyrion Lannister for being a dwarf, Lysa for being psychologically unstable and complex, Hodor for his physic, and Shireen for her scales on face. For the misfortune impartments: Bran with paraplegic, the Hound with burnt-face, Theon Greyjoy and Lord Varys with castration, Jamie, Aemon and Khal Drogo were attained by illness and injury.

These characters are abused very badly and shaded with negativity by the ableist. Even their lives are not taken for granted. Lysa's murder is covered by Littlefinger by convincing that she was not a normal woman. Theon Greyjoy's father did not permit his army to save him because he was castrated so that he cannot procreate his bloodline. Tyrion is accused of murder and tried to kill by his own father. The Hound and Illy Payne tried to cover their disability by taking violence as armor. Khal was killed by his own wife Daenerys to end his misery as a bed-ridden failed warrior.

The ideology of ability brings social awkwardness and uncertainty to disabled people. They are marginalized, less than human, and excluded from society. Tyrion faces the problem throughout the series. His father Tywin and his sister Cerci called him murdered for the death of Tyrion's mother during childbirth. They thought that his dwarfness brought shame to his family's blood and awaited his death from his birth.

Tyrion played an important role more than any other able characters. In the Season I Episode "Winter is Coming," Tyrion advised Jon Snow who worried about his illegitimacy, to wear like armor and never be weak. "All dwarfs are bastards in their father's eyes" (GOT 1 x 01). When Bran is paralyzed, he gave a special horse-riding design to Ned Stark for temporary fixing. "I have a tender spot in my heart for cripples, bastards and broken things." (GOT 1x04). From this, we can understand that Tyrion did not consider impartments as a disability. He is called with the derogatory term "Imp." In Films and literature, disabled people did not portray as ordinary peoples with ordinary problems. Tyrion is portrayed as intelligent and hypersexual that is not accepted by ableists for the disabled in many cases. Hence it is pictured that the sexuality of dwarfs is not questionable.

Tyrion saved the country from the army of Stannis Baratheon with WildFire. As a King's advisor, he stood on the battlefield even though Joffrey ran away. His intellectuality and war strategies are never appreciated by others. When he is accused of King Joffrey's murder by his whole family, he lost faith in humanity. In this scene, the physical impartment is not the problem but the social disability. He is not trusted by his own father and Tywin tries to destroy him forever from his sight. This shows that Tywin hooked up Shae to backstab Tyrion in the name of love.

> TYRION: I wish I was the monster you think I am. I wish I had enough poison for the whole pack of you. I would gladly give my life to watch you all swallow it.
> Uproar from the crowd. Killer! Kingslayer! Monster! (GOT 4x06)

Lord Varys, Theon Greyjoy, and the unsullied army are forced by castration to become asexual. Grey Worm, the leader of Unsullied loved Missandei and they had intimate moments. Lord Varys accepted his fate of being asexual and eunuch from the beginning. Theon is totally tormented and emasculated by sadist Ramsay Snow. The post-traumatic stress disorder made him vulnerable and coward. He was slipped into mental disability and forced to call himself Reek, a slave to Ramsay. The transformation from Theon to Reek and back to Theon by saving Sansa. Here his mental impartment is a misfortune. He was portrayed as a tragic character and he accepted it wholeheartedly as a punishment for betraying the Stark family. Later he sacrificed his life to save Bran from Night King. The same is done by Jamie Lannister whose arm is amputated in the rivalry.

Disabled people are depicted as tragic people or villains or to hide their impartments, they are turned into super-heroes. Tyrion suggested Bran Stark as a King because he is a Three-Eyed Raven not for a crippled boy. He is more than an ordinary human and knows the future of Westeros. Even though he wants to break the chain of rules would be chosen not born from a royal family. So, he became the King of Seven Kingdoms. The following words are told by Tyrion to justify Bran the Broken as King of Westeros.

> What unites people. Armies? Gold? Flags? Stories. There's nothing in the world more powerful than a good story. Nothing can stop it. No enemy can defeat it. And who has a better story than Bran the Broken? The boy who fell from a high tower and lived. He knew he'd never walk again, so he learned to fly. He crossed beyond the wall—a crippled boy—and became the Three-Eyed Raven. He is our memory. The keeper of all our stories: wars, weddings, births, massacres, famines. Our triumphs, our defeats, our past. Who better to lead us into the future? (GOT 8x07)

4. Conclusion:

In the world, approximately fifteen percent of the population are disabled people who were disempowered poor people. Like feminist and queer activists, many scholars and academicians started to voice for disabled people. In films and literature, there is always a stereotypical portrayal of disabled people. Series like Game of Thrones recognize people with disabilities as ordinary people with ordinary desires, problems, weaknesses, and strengths. They are not outcasts or excluded but sufferers in the system of the ableist oppressors. As the series is a huge blockbuster, it is a kind of spreading awareness of disabled people and appreciated by disability activists.

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Paper 6:

FOSTERING SECOND LANGUAGE WRITING USING MULTIMODAL TEXT COMPOSITION

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Abstract : *In the 21st century, the process of meaning making and knowledge construction has shifted from the static and traditional single mode text forms to dynamic multimodal texts. In a language classroom, multimodality in writing refers to the use of different modes, such as Visual, Tactile, Gestural, Oral and Spatial to create meaning. Lutkewitte (2014) refers to multimodal composition as composition using multiple modes that work purposely to create meaning. This paper tries to explore the significance of using multimodal texts to make teaching effective for students hailing from different social, cultural and economic backgrounds. It also discusses the importance of multimodality in making learners better knowledge creators and designers of meaning.*

Keywords: *Meaning, Multimodality, Knowledge, Construction, and Composition.*

1. Introduction :

Traditionally literacy meant to teach how to read and write. The view on the concepts of literacy teaching and learning needs to change because the world is changing (cope and Kalantzis, 2000). In the 21stcentury, literacy is not a static process of reading and writing. It has been estimated by the World Economic Forum that 2/3(65%) of the children entering grade school today will work in jobs that don't exist presently. To keep up with the highly globalized digital era the learners of the 21st century require a new form of literacy that is dynamic and inclusive in nature. Multimodal literacy is a concept which tries to define literacy in a comprehensive way to cater to the needs of the new age learner. It has emphasis on multiplicity of discourses, social factors affecting learning, cultural and linguistic diversity, technology, and multimodal ways of learning.

The learners of next generation should be competent and skilled in multimodal literacy (using different modes to construct and express meaning) to be better contributors of the social world. A closer look into language arts will make us realize that the dominant mode of communication was linguistic in nature, multimodal composition can be seen as a step towards widening the definition of communication in English language teaching.

2. Multimodal Literacy :

Multimodal composition is a part of the broader concept of multimodal literacy. Multimodal literacy can be traced back to the ideas of Peirce, Saussure and Halliday who tried to define language as a social semiotic. Multimodal literacy considers literacy as a process where knowledge is socially situated and

constructed and it is grounded in sociocultural theory which emphasizes the social world and interaction as integral aspects of learning, literacy, and identity (Vygotsky, 1978). Multimodal Literacy acknowledges that different learners are good at expressing meaning in different modes and our education system should be inclusive to incorporate different modes in teaching, curriculum, syllabus and evaluation. Multimodal literacies hold potential as research suggests that students who may otherwise struggle with school are allowed alternative modes for engagement and communication, they can engage in higher-level thinking and this then has a positive impact on identity and self-esteem (Collins, 2011; Dolmage, 2009; Selfe, 2009; Vasudevan, 2010). Siegel (2006) claims that students have better opportunities to form/reform their identities when provided with alternative modes for meaning making.

3. Multimodal Composition :

Scholars paid greater attention to the blended and interconnected nature of modes or what is called a multimodal text and the multiplicative nature of meaning making when these modes are blended (Hull & Nelson, 2005; Lemke, 2002). Multimodality fosters the development of students' abilities to construct and communicate meaning (Gavelek& Bresnahan, 2009, p. 140). The primary aim of multimodal compositions is to expand the way we communicate in the classrooms; it is an interdisciplinary concept that understands that communication is more than language (linguistic). It emphasizes the use of different modes such as linguistic, aural, spatial, gestural, visual and it provides learners with many options to evidence their learning. Walsh (2009) explored impacts on student learning by engaging students in redesigning texts using a variety of modes.

> They made perceptive use of available designs they had learned from working with school and art texts, they called on particular ways of thinking about social history and they explored the transformative power of art. More remarkable is that they integrated these practices; they put them to work through multimodal design that showcased their imagination and creativity (Walsh, 2009, p. 134).

Edwards Groves (2011) reorganizes the writing process as one which "demands that pedagogical practices and understandings incorporate 'designing', 'producing' and 'presenting' as key elements". These studies point out the need for change in the way teachers provide instructions and also emphasizes on the necessity of paradigm shift from the traditional literacy practices to the ones which include variety of literacies.

4. Multimodal Composition as an inclusive Practice :

Multimodal Composition sees writing as a means of communicating one's own identity and agency (who we are and what we do). Multimodal composition as a practice allows for critical analysis of the text and deeper construction of meaning as learners have flexibility to make use of multiple modes and resources. Learners when provided with multiple modes of expression will find a plethora of ways to make use of the available semiotic systems to redefine themselves and write themselves into worlds they want to venture. Studies have found that students profited greatly from what Rantala & Korhonen (2008) call "creative media writing" or an exploratory position to composing. Vasudevan et al. (2010) highlighted a case of one student, previously labelled as disengaged, who began writing and sharing stories in class after elements of photography were introduced as part of the literacy curriculum. Multimodal composition recognizes that the use of multiple modes in the classroom by the learner is always influenced by the learners' culture, history, and socioeconomic status. In multimodal literacy the intercultural communication is seen as a process of making, negotiating and exchanging the meaning. Multimodal composition not only acknowledges diversity in terms race, gender, social and economic status but also offers diversity in terms of learning patterns, learning styles, classroom instruction, curriculum, feedback, assessment and modes of expressing or constructing meaning.

5. Conclusion:

Multimodal composition provides learners with genuine and creative ways of meaning making. It allows for greater collaboration between learners and teachers with the scope for negotiation and redesigning of meaning. Multimodal pedagogies reframe the second language learning by giving prominence to diversity in modes and resources of representation that involve in construction of meaning. In language teaching, it can be seen as a shift from communicative language teaching (focus on oral communication) to new literacies (focus on literacy development). Multimodal writing should be incorporated into curriculum as it is all-encompassing in nature and recognizes the multiplicities in the classroom. To implement Multimodal Composing in our classrooms, we need to adopt alternative assessment models which have proper alignment between instruction and assessment.

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Paper 7:

ONLINE PLATFORMS FOR INTERACTIVE ENGLISH LANGUAGE TEACHING DURING COVID-19 PANDEMIC

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Abstract: *There are countries which have varied infection rate during COVID-19. More than 1.2 billion children all-around 186 countries are affected due to the closure of the educational institution. With the sudden shift from classroom teaching to online classroom, people are wondering about the implementation of online teaching-learning will endure to persist post-pandemic and impact the universal online education for English Language Teaching. Consequently, education has transformed histrionically, with the distinctive upsurge of e-learning, whereby education is commenced remotely and on Online platforms.*

Key Words: *ICT, Online Platforms, Interactive, English Language, E-learning.*

1. Introduction :

Online learning has become a significant element in teaching-learning, and it is supposed to deliver exceptional advantages in the education process (Appana, 2008; Shopova, 2014). Hence, in many nations, interaction has started to change from face-to-face or traditional classroom situation to online learning situations. This change has been happening in all areas of education, as well as English language communication. Clarke and Hermens (2001) suggested that online learning is student-centered as learners can regulate their learning pace, and events can be flexible to ensemble a learner's favored learning style improved. Online learning also generates occasions for active learning. Besides, with good online learning software or applications, learners have occasions to contribute to the interaction, direct thoughts, and share information similarly irrespective of time and place. In cognitive tasks, learners need an advanced cognitive capacity to deal with more multi-dimensional learning activities and complex content (Tyler-Smith, 2006). Frequently, online courses are prepared with active purposes, for example, text downloads, online exercises, and video. Learners learning online have to distinguish how to open new windows, drilldown, click and save files. Online learners have great liberty of learning regarding metacognitive tasks as there are no explicit class timetables, and classroom attendance is not compulsory (Tsai, 2009). Learners need to self-regulate and monitor their education by creating a learning agenda to guarantee they can complete all the tasks.

2. Online Platform for Interactive English Language Teaching :

The 21st spanprovokes its nationality with new selections, occasions and challenges because of the all-pervading technology into all scopes of life. In this period, the educational organizations cannot continue to venues for the communication of an arranged set of evidence from teacher to learners over a static duration of time instead, the educational institutions must promote "learning to learn" i.e., the gaining of knowledge and skills that make conceivable unceasing learning over the generation. So it becomes the duty of the teachers to form up consequently to encounter the strains of the day. The need of the day is to prepare people with ability in the English language, and this is conceivable only with an appropriate blend of improvement and e-learning tools. Traditional teaching-learning models have been surprised by the influence of the addition of e-learning tools into educational practices. E-learning is a varied range of technological tools and organizations that can be applied by proficient and artistic teachers to improve teaching-learning circumstances. These are utilized to make learning more motivating, interesting, meaningful and stimulating to the learners. These tools have been advertised as hypothetically authoritative, allowing educational alteration and modification tools as they are making marked inroads into the mixture of digital technologies and English language learning.

Hubbard (2009) states that Online learning supports learners to improve their language skill by providing:

- learning competence to pick up language knowledge or skills earlier and faster,
- learning efficiency to recollect language knowledge or skills longer,
- easy access to gain numerous types of resources,
- learning suitability to allow learning and practising with flexible place and time,
- learning inspiration to involve learners in the language learning procedure.

Internet is not simply a source of authentic material in English but also a source of information in the form of courses, articles, conferences and many more. The teacher can send projects to learners through online tools and can also conduct online tasks and activities. Parents can monitor their children's work online at any time. Learners do not miss their learning tasks as now they can see a webcam version online and get worksheets and notes from online electronic whiteboards. Educational institutions are linked in a network and work on projects collaboratively and formulate materials online. Every institute has got its website. Many software is also accessible on the Internet that learners can use free of cost.

3. Research Methodology:

The clarity in Research Methodology is given importance. Clearly outlined instructions and procedures have a habit of upsurge steadiness and creating work that can be repetitive elsewhere, which is a significant characteristic of Research. This is why the methodology used in Research is always described so that others can replicate the research themselves or identify errors in the methods used and later on that can be corrected for better result of the Research. The present chapter is about research methodology that is used to conduct research. This chapter included the Purpose of Research, Research Design, Population, Sample, Tolls for Data Collection, and data analysis process.

3.1 Research Design

The proposed study was an experimental type of research. It was pre-experimental in nature; specifically, it was one group pretest-posttest design. In this kind of study, pre-test and post-test were implemented in one group only. This study is presented as follow (Best and Kahn, 2016):

O_1 X O_2

Where O_1 will Pre-test
X will Experimental group
O_2 will Post-test.

First Pre-test was administered on the experimental group. A pre-test was useful to equate score. Then the experimental group was subject to intervention. Finally, a Post-test was administered, and data were compared to measure the results of both the scores.

3.2 Research Questions

- How to develop teaching-learning activities using Online Platforms?
- Will learners find Online Platforms interesting for learning?
- How will learners respond to Online Platforms for their learning purpose?
- Will there be an improvement in learners, in terms of English Language Skills, after implementation of Online Platforms?

3.3 Objectives

I. To develop and implementation of Online Platforms to improve the English Language Skills of Learners.
II. To study the effectiveness of Online Platforms to improve the English Language Skills of Learners.
III. To know students' interest while teaching English Language Skills with the use of Online Platforms.

3.4 Hypothesis

There will be no significant difference between the pre-test mean achievement score and post-test mean achievement score on learners.

3.5 Population

In the research all students of standard 12 studying in Charter Education Society, Anand during the academic year 2020-21 were considered as the population for the present study. In the population, students of standard 12studying English Subject as part of their Syllabus were considered as a population of the present study.

3.6 Samples

From the population of the present research, samples were selected to implement research. Samples for the present study were selected using the probability sampling method. The samples for the present study were selected randomly. Specifically, the cluster sampling method was implemented in the present research. First of all, from the Charotar Education Society, the school was selected. There are 4 schools in Charotar Education Society which one school was selected. The researcher selected Mahatma Gandhi Vidyalaya, Mogri, as he is teaching English in this school. From the selected school randomly,50 students of standard 12 were selected as a sample for the present study.

3.7 Tools for Data Collection

Achievement Test: An Achievement Test was prepared to measure students' achievement regarding English Language Skills and measure improvement after implementation of research. Achievement Test consisted of both Pre-test and Post-test. The achievement Test was prepared based on the selected content of the English Language. In the Achievement Test, English Language Skills related tasks were prepared, which were also part of the syllabus. Before preparing an achievement test, a blueprint was prepared for the construction of the Achievement Test. On the basis of the blueprint, the test items were developed related to English Language Skills. The test was both subjective and objective in nature. The post-test was a similar type to the pre-test; only a few question items were changes.

4. Process of Data Collection :

The procedure of data analysis is an important part. It has shown the process of how the whole of research was carried out by the Researcher. The procedure of data analysis has been shown the whole

process of data collection. For better understanding, this procedure has been divided into different phases. They are mentioned below.

Phase 1: Implementation of Pre-test

Before the implementation of Experiment on students, a Pre-test was implemented on the students. The process of implementation of the Pre-test was divided into two steps. One first was the development of the Pre-test and the second step was the implementation of the Pre-test. These steps are mentioned below.

Step 1: Development of Pre-test

To implement a Pre-test on students, it is required to develop it. The researcher developed a Pre-test for the students. This Pre-test was developed to equate the score of the Pre-test with the score of the Post-test. Before developing the Pre-test, the Researcher developed a Blueprint of it. While preparing the test, the blueprint was kept in mind so that the test can be prepared based on students' thinking ability of all the students.

Step 2: Implementation of Pre-test

After developing the Pre-test, the Pre-test was implemented on 50 students of standard 12. This test was implemented to equate the score of the Pre-test with the Post-test. A further score of Pre-test has helped the researcher to prepare Online Platform based tasks and activities to teach students, which were used during teaching English Language Skills to the students. Apart from this test was implemented to take serious note of the students. This helped Researcher in preparing teaching tasks for the students. Students were given 1 hour to provide answers to all the questions. There were 50 students on whom the test was implemented.

Phase 2: Implementation of Online platforms

The researcher has used Online platforms to teach English Language Skills to the students. Before the implementation of the Online platforms-based activities, tasks and activities were developed. So, the Process of implementing Online platforms were divided into two parts. They were a development of Online platforms-based activities and tasks and implementation of Online platforms-based activities and tasks.

Stage 1: Development of Online platforms

After the implementation of the Pre-test, Online platforms-based tasks and activities were developed for the students. Online platforms were prepared to keep in mind sentence formation, Picture description, narrating past events, letter writing, describing objects and people.

Stage 2: Implementation of Online platforms

Developed Online platforms based activities and tasks were implemented on students of Mahatma Gandhi Vidyalaya, Mogri. In Online platforms, animations, audio, videos and different animated images were given. These were helpful to make students attentive in the process of teaching and learning. Students were given online tasks and activities to respond to the given deadline. This is how students practiced their English Language Skills.

Phase 3: Implementation of Post-test

After the implementation of an experiment, a post-test was implemented to know the improvement in learners after implementation of Online Platforms based tasks and activities. These process of implementation of post-test was divided into two parts:

Step 1: Development of Post-test

After the implementation of the experiment, the researcher wanted to know the improvement in the learners. So the researcher developed a post-test for students. Post-test was useful to compare pre-test score with post-test so that based on the analysis learners' improvement can be measured. Before developing Post-test, the Researcher developed a Blueprint of it. While preparing the test, the blueprint was kept in mind so that the test can be designed based on students' thinking ability of all the students.

Step 2: Implementation of Post-test

The researcher implemented a prepared post-test on 50 students od standard 12. The post-test was implemented to compare pre-test with post-test. Further post-test scores helped the researcher know the effectiveness of Online Platforms for teaching-learning English Language Skills. The Post-test scored indicated improvement in learners after implementation of Online Platforms, which were used to implement various tasks and activities related to English Language skills. The test was 50 marks, and learners were given 1 hour to complete the test. Post-test scores of learners indicated English Language improvement.

4.1 Process of Data analysis

After the implementation of the Pre-test and Post-test, data were analyzed. The observed data obtained through Pre-test and Post-test were analyzed by employing a quantitative data analysis technique. Data collected through Pre-Test and Post-Test were measured using Mean, Standard Deviation and Pearson's Correlation Value. For collected data parametric test that is T-Test was implemented.

4.2 Data Analysis

A pre-test was implemented, followed by a treatment and Post-test on the students. After the implementation of the Pre-test and Post-test, data were collected and analyzed by the Researcher. Data were analyzed to test the hypothesis of the present study. That is:

"There will be no significant difference between the pre-test mean achievement score and post-test mean achievement score on learners."

For the analysis of collected data and to test the hypothesis, pre-test and post-test scores were compared. They are as followed:

Table 4.1: Pre-test and Post-test Scores of the learners

Number	Pre-test	Post-test	Number	Pre-test	Post-test
1	31	37	**26**	33	38
2	26	33	**27**	34	40
3	24	31	**28**	27	32
4	20	33	**29**	33	39
5	23	27	**30**	29	36
6	18	25	**31**	27	32
7	33	41	**32**	22	26
8	33	37	**33**	29	32
9	18	28	**34**	28	33
10	31	37	**35**	26	31
11	31	37	**36**	22	38
12	39	43	**37**	27	34
13	30	35	**38**	23	30
14	40	45	**39**	21	33
15	31	36	**40**	33	37
16	27	35	**41**	24	38
17	20	29	**42**	26	30
18	28	35	**43**	37	44
19	25	33	**44**	36	43
20	35	38	**45**	27	31
21	29	33	**46**	21	30
22	26	31	**47**	21	37
23	30	37	**48**	34	41

24	31	37	**49**	25	29
25	29	37	**50**	25	30
			Total	**1398**	**1734**
			Mean	**27.96**	**34.68**

Table 4.1 is related to the pre-test and post-test scores of the learners. There are 50 learners form whom scores were collected. Above mentioned table indicated that the highest score of pre-tests was 40 and the lowest score of pre-tests was 18. The highest score of the post-test was 45, and the lowest score of the post-test was 25. The mean score of the pre-test was 27.96, and the post-test was 34.68. Collected data from Pre-test and Post-test was analyzed with the use of Paired Sample T-Test. Collected data were calculated and analyzed with Statistical Package for the Social Sciences (SPSS) software.

Table 4.2: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	27.96	50	5.326	.753
Posttest	34.68	50	4.679	.662

The above-mentioned table shows the result of analysis. In this table the mean score of the Pre-test was 27.96, whereas the mean score of the Post-test was 34.68. The standard Deviation of the Pre-test and post-test were 5.326 and 4.679, respectively. Standard Error of Mean of Pre-test and post-test were .753 and .662, respectively.

Table 4.3: Paired Samples Correlations

	N	Correlation	Sig.
Pretest & Posttest	50	.825	.000

The above-mentioned table shows the correlation between Pre-test and Post-test. The pre-test and post-test correlation is .825, which is nearer to 1.0, indicating a high positive correlation of the present study.

Table 4.4: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	6.720	3.024	.428	7.579	-5.861	15.714	49	.000

The above-mentioned table shows the calculated data of the Paired Sample T-Test. From this calculation, Researcher came to know that the mean score difference of the Pre-test and Post-test was 6.720. On the other hands, it was found out that the difference in Standard Deviation of the present study was 3.024, whereas the standard error of mean difference was .428. T value of the present study was 15.714, and the degree of freedom was 49. The significance of the present study, on the basis of 2 tailed, was .000, which is lower than .05 value and .01 value.

On the basis of this analysis, it can be said that the use of Online Platforms for teaching-learning English Language Skills has a positive effect. So the null hypothesis of the present research,

"There will be no significant difference between the pre-test mean achievement score and post-test mean achievement score on learners."

is rejected, and it can be said that

There is significant difference between the pre-test mean achievement score and post-test mean achievement score on learners.

5. Major Findings :

- From the collected data of Pre-test and Post-test Researcher found out the Mean of Pre-test and Post-test, which was 27.96 and 34.68, respectively.
- Data of the present study were analyzed using IBM's SPSS software. Through this software-Test was implemented. As an outcome of the test, it was found out that the **Standard Deviation** of Pre-test and Poet-test were **5.326** and **4.679,** respectively. **The minimum score and the maximum score of the Pre-test** were **18**and **40,** whereas **the minimum score and the maximum score of the Post-test** were **25** and **45,** respectively.
- From the analysis, **Paired Samples Correlations** was found out, which was **.825**. It indicated a high positive correlation.
- Then **Test Statistics of Paired Sample-Test** was found out. The Asymptotic Significance of 2 tailed test was 0.000, which is lower than the 0.05 significance value. It indicated that the null hypothesis of the present study that is, "*There will be no significant difference between the pre-test mean achievement score and post-test mean achievement score on learners*" has been rejected. So, it can be said that ***There is significant difference between the pre-test mean achievement score and post-test mean achievement score on learners.***

6. Conclusion :

Online Platforms are having the power of departing education as it can be utilize to add mages, audio and video for the present research. Further Online Platforms are useful to provide an online teaching-learning environment, and it is one step ahead of then chalk and talk method. Even students don't have to rely on books. The teacher can provide online tasks to the students, and students can give their responses online during their free time. This helped students to concentrate on learning on their own by trial and error. Students can have firsthand experience of learning with the use of online resources. It also removes the hurdle of time constrains.

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Paper 8:

INCLUSIVE CURRICULUM FOR BETTER UNDERSTANDING OF ENGLISH WRITING AND SPEAKING

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Abstract : *While Indians have made their mark around the world with the key attribute of knowing the English language, the fact remains that majority of the student population is good only in writing the language. In the case of undergraduate students, it is evident that an inclusive change in the curriculum is essential in removing the barriers to speaking in English. If the students are given a thirty hour program to learn Spoken English alongside their first Semester, it becomes a foundation course for students to speak as well as gain more score in their academics. It has been found that communication skills in English can be effectively developed among students through continuous and integral learning process throughout the undergraduate programme. To achieve positive outcomes multiple methods of teaching in classroom, off classroom and through online learning and practicing material can be done to assist students to improve their employability skills.*

Keywords: *curriculum, vocabulary, presentation skills, speaking skills, employability, teaching methodology*

1. Introduction:

The ability of a student to speak in English confidently in a formal setting is an important component to clear a job interview. Lack of learning English speaking skills at the school and college level is the reason for the barrier to speaking the language even after college education. Higher education institutions must inculcate a certificate program, preferably in the first semester of the undergraduate program to introduce students to learning English the practical way. It is important to mould the students in the first year itself so that they can apply English learning and comprehending skills while learning other core subjects also. This would also create awareness among students about the importance of communicating in English at the workplace (B.Kumaravadivelu). The addition of communicative skills in English can be continued in other semesters by offering recorded or online classes which the students can access any time and a self-assessment examination may be conducted at the end of the undergraduate programme. Further, students in the undergraduate programme are usually from different language backgrounds and a certificate programme recommended as above can put all the students in an even parlance.

2. The ability to present a subject in English :

In addition to learning general speaking skills in English, a student must acquire the ability to deliver clearly, all the questions pertaining to a specific subject. The handling of subject vocabulary can be trained by giving opportunities for the students to present their seminar or project in English. This will help them

to learn subject specific terminologies and use them suitably. Once they have faced questions after the Seminar or Project presentation, the students will also learn problem solving skills, by learning to talk efficiently with key points about the topic (Problems and challenges faced by Indian Education System)

3. Multichannel Learning :

College education must transcend classroom and practical labs. Multichannel learning is the way to go for a futuristic form of education. In addition to lectures and syllabus oriented practical, the student must be encouraged to have hands on experience through internship, case studies, use of technology and online research. Multichannel learning is an educational trend that is trending around the world. The use of technology removes barriers to quality education irrespective of the background or what the student has studied till date. This method requires the student to be self-motivated and let the students to set a goal by themselves. The outcome of multichannel learning is thus positive and assertive (Anzalone).

4. Blended learning and Self Learning :

The curriculum of a program must be restructured to include participatory learning using student-centric method (Yang and Yuen). The syllabus could require the student to take an initiative to complete a course by accessing recorded lectures or instructions instead of being just an active or passive listener in the class during a given semester (Canagarajah 125). This will increase the responsibility of the students. Through blended learning, students can be assigned classes to be attended online and assignments to be completed within a specified period to learn English by taking part in automated conversations and activities (Hockly).

5. Employability through Soft Skills :

A study by Rao M.S. found that there has to be coordination among the students, faculty, industry and educational institutions to enhance employability skills. The training and development department of an institution can arrange workshops for final year students to groom through employability session and make it compulsory for students to go through the finishing school process. This method includes speaking skills, presentation skills, social etiquette and how to impress or bring out their talent in a clear manner (M.S.Rao). A college can also have Memorandum of Understanding or Collaboration with organization where students can undergo internship, industrial experience and work place knowledge so that they will be well equipped for their transition from campus to office (Succi and Canovi).

6. Teaching Methodology :

English as a Course is not just to pass with the required minimum. The students must have an understanding that English is learnt as a Course to improve the marketability of the individual in the Indian as well as International job market. This can be achieved through activity based teaching. The activities could include conversation, role play, telephonic conversation, mock interview, group discussion and debates. Students can be asked to take a part as one of the technical expert and use jargons specific to their role (T.Pica).

7. Second Language Speaking Competence :

Some of the factors that constitute competence for English as a second language speaker are good pronunciation, fluency, zero grammatical errors, ability to speak standard English, speak confidently and use of effective sentences without repetition and the ability of speaker to use language so that it can be understood by the listener and the speaker can speak about relevant topic with adequate information. Students must be taught to speak English as a social act (Christine C.M. 50). The speaker can decide on the amount of information given in a dialogue and the proper use of vocabulary by understanding the socio-

cultural setting in which the speaker is speaking. The speaker must decide whether the listener can process the information or whether the conversation will not yield the desired result. Thus the context is important.

Speakers of English as a second language can predict the words to be used in the formal setting if they are well trained. Therefore the delivery of content can be structured and the speaker can respond. This can be achieved through explicit teaching. To enhance the quality of information a person gives, students must be able to think in their mother tongue and respond in English. The vocabulary of a learner can be increased by creating an awareness about interrelated words and encourage receptive vocabulary. Being alert to a discussion or discourse is an effective learning tool because the learner is in a familiar setting or preset setting and ready to observe and learn new information and new words that come with it (Christine C.M. 52) .

Once the basic use of vocabulary and structure is learned, students can be taught about stress, intonation and rhythm (Christine C.M. 54). For example, students can be given a chance to talk about a movie. Here the context is known and the student can give a personal opinion wherein they will be free to express and the only challenge here is to give importance to the sequence of the narrative either linear or circular and the use of appropriate vocabulary (Christine C.M. 56).

8. Conclusion:

It may be concluded that colleges and higher education institutions must take a conscious effort to improve students English speaking skills. In addition to language acquisition for the workplace, students must be able to realize the relevance of such coaching and make use of such an opportunity. These steps will ensure that students are employable on completion of a particular study. The above method of education is recommended to remove barriers to speaking and also to remove accessibility issues. Students can be asked to watch easily accessible source such as a television series that has simple English as the medium of communication (Zhu) Using online platforms like Learn press educational institutions can give inclusive learning facility to all the students.

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Paper 9:

GAPS AND PROBLEMS IN ORAL AND WRITTEN SKILLS IN ENGLISH

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Abstract: *Writing flows in an easier manner when there is a harmony in written and spoken language. English in India is taught as a second language, which is utilized for the academic purpose. Learning English language and mother tongue are converse process. The difference in mother tongue and English language learning interferes in our writing skills. These are the gaps that reflect in our written skills. Conscious learning makes it difficult to register grammar rules perfectly. Written language needs to be more systematic and careful in punctuation. Coherence and cohesiveness in the paragraph writing and incorporating right vocabulary are the essential aspects to deal with.*

Key words: *(Mother- tongue, Second language, grammar, vocabulary, conscious-learning, cohesiveness and coherence, oral and written skills.)*

1. Introduction :

Mother tongue is learnt informally speaking with the intimate circles and people in the society. Vocabulary is picked up through the culture. English language is learnt formally through an institution with more emphasis on written skills and that to with the help of grammar rules. This varied method of teaching reduces the way of language learning abilities through experimental speech. Exposure to reading material is also limited therefore picking up vocabulary and examining the sentence construction abilities are narrowed down. Due to constrained vocabulary, random use of sentences and tendency to translate from mother tongue to ESL creates a mental fog in the learner. Listening enhances the learning abilities, but response to the listened information ensures the grasp and grip on the subject. Training duration is limited for ESL and EFL learners. This is a draw back since they do not get the environment and atmosphere to extend further learning.

2. Second Languages:

As far as the involvement of the mental processing in speaking mother tongue or second language is concerned, there is not much difference between native and target languages. Both the learning processes involved in conceptualization, formulation, articulation, self-monitoring and negotiation. Yet, the skill of speaking is not automatically transferable from the speaker's first language to the second. Even extensive

knowledge of the target language's grammar and vocabulary, often presented by advanced students of foreign language departments does not guarantee success in oral communication. When knowledge is not properly integrated oraccessed, problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and there would be a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse. Other problems that are commonly observed in the language speaking are shyness, fear of making mistakes and criticism.

3. Grammar :

Grammar mistakes in English, as second language, could be in using, incorrect tenses and omitting articles. Common errors are due to the usage of wrong prepositions, confusion in infinitives and gerunds and orders in adjectives and subject verb agreement, incorrect plural forms etc. These problems arise due to translation from Native tongue to English language. These common mistakes should be identified and rectified which is possible through constant practice of reading books and listening to the short stories and English news. Second language learners are not aware of their errors since they have insufficient knowledge. Grammar could be learnt in association with written and oral skills. Punctuation is the most important thing while writing, or else misinterprets the whole sentence if placed improperly.

4. Conscious Learning :

Learning can be both conscious and unconscious. The conscious learning is that the learner is aware of the gaps in his learning and understands the importance of acquiring the skill. The learner is aware of the difficulties however does not make any attempt to learn. A Competent learner makes an effort in minimizing the gaps either through a guide or through self-study. Technology is boon when used as an aid for conscious learning. Technology becomes menace when used in broken form. Dependency on gadgets also makes learning process into unconscious. Languages should be treated with equal priority in all areas of all subjects. Unconscious learning is through reading, browsing, speaking, listening and interaction. Writing skills need consistent practice, speech involves direct interaction, but writing demands better clarity. Translation of thoughts is vocabulary for expression.

5. Coherence and cohesion :

Coherence is a general understanding that a text makes through the institution of its content. In writing, a clear and understood structuring of paragraphs and sentences is provided. A coherent essay is a structure that gives unity and follows an accepted form. Coherence is a statement developer synthesizing and integrating reading, organizing, clarifying ideas.

Coherence means to introduce the central idea and illustrate the central idea with the examples followed by conclusion. It connects the ideas at the idea level. Cohesion is a logical connection between the sentences which can be achieved through concept map. Concept map is the practical tool that will help in improvement of the coherence in writing. The concept map also known as reverse outline of the paper is made after finishing the main ideas. Sub-headings and connectivity thesis to the topic should be examined and see that there is a coordination to the main ideas. Cohesion is very important aspect of an academic writing. It has impact on the tone of writing. Word information includes word familiarity, word concreteness, word image ability, meaningfulness, and age of acquisition.

6. Oral and Written Skills :

Both speaking and written skills depend on listening and reading skills. Communication is the skill that deals with the aspects of what, how and when to speak. Ideas need to be filtered before we speak. Proper plan and preparation is needed to communicate to be expressive.

To become familiar to encounter language differences with English as Second Language (ESL), communication becomes a problem with the native speakers. Those who are unable to communicate effectively, have to practice more. Some of the native speakers find it difficult to understand foreign accent and therefore finds it too difficult to converse and engulf themselves in language learning techniques.

In fact, the English as second language (ESL) students find it difficult to, write, understand and fully grasp the English vocabulary. This is because of the ethnic diversities, the disparity between the knowledge levels, and the fear to learn the foreign language in spite of their curiosity to learn.

Irrespective of the theoretical and practical problems, it is, therefore, usual to meet someone whose grasp of English vocabulary and grammar is not perfect and larger than what we see.

7. Conclusion:

Learning language in the present days has many sources and resources. Globalization has paved way to universal employment with the help of technology. Learning is faster and easier yet, at the same time the dependency on the tools and gadgets is so much that without which we are a failure. The pace in learning is faster and even dissipating it also equally at the same speed. Language forms and structures have been diminished due to the quick transferring of short messaging services. Conventional learning is fading due to chats and texting, which has created a vast gap in both communication and written languages. Finally to have good written and spoken skills, it needs an extensive practice to be thorough in the target language that we would like to have proficiency.

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Paper 10

SKILLS AND KNOWLEDGE THAT WILL NECESSARY TO BE SUCCESSFUL IN A PROFESSION

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Abstract: *To reach the goal of a desired job, is the first step on the ladder, but to retain and grow further, we need a lot of perseverance. Academic qualifications is surely an edge but what is needed more, is industry related skills and soft skills. Technology has made the work easier but communication still retains its position though the mode of communication has changed .This demands a keen observation and careful listening of every detail and put forth the ideas in a very clear and concise manner. The other soft skills like agility, creativity, collaboration, decision making and setting goals, time management and emotional balance, are the traits for the successful profession.*

Keywords: *Soft skills, communication skills, agility, emotional balance, collaboration, decision making goals, Time management.*

1. Introduction:

Soft skills gained prominence due to diverse teams working together in organizations. Recent trend of working virtually has laid a greater significance on soft skills. Automation has considerably reduced burden on repeated tasks. Human force focus is utilized for more effective interpersonal interaction. Communication plays key role whether it is verbal or nonverbal as we need to represent the matter in clear and concise way. To be an effective communicator we should be keen listener. Professionals need to speak clearly and effectively to present information. The other soft skills include agility, collaboration, emotional balance, decision making, and time management etc.

2. Agility :

Jobs in present days' demand multi-tasking and a greater degree of flexibility. It is essential to understand different perspectives in the work flow and to contribute to the demands of the organization. We need to identify the gaps and create space for ourselves in the work area where we are dealing with. To

sustain and stabilize ourselves in the competitive environment it is necessary to continuously upgrade and update the skills according to the organizational requirement.

3. Collaboration :

Professionals have to work in a group, whether they are working in a team or Projects, or trying to help a company achieve its mission. As a professional, we must possess interpersonal skills required to get along with others. We need to share responsibility with others, communicate effectively, and achieve a common goal. We need to understand working together will minimize the errors and leads to effective productivity.

4. Emotional Balance :

Emotional balance could also be termed as self-control on our emotions. Managing impulses and emotions and coping with stress will add to the successful career. It is compulsory to maintain calm temperament and avoid carrying the load of house old burden to the work. Self-awareness, anger management, social awareness and managing the work pressure would be of great help in enhancing and ensuring our position in the organization. Resolving issues amicably in a pressure situation is a challenge faced quiet often in institutions. To deal with conflicts and various types of people, issues like handling too many things at a time, process the required information and to speak the bear essential points that need attention based on the priority are a few aspects that involve quick analysis. Over all it is important to identify the right method to arrive at the correct decision on behalf of the institution.

Criticism is another factor, we might face, or we tend to do it on others, should be very professional. Refraining from personal emotional interference and listening keenly to the opposite person's speech, maintaining a regular pace in thought, allowing sufficient time in drawing conclusion, should be made a practice to condense the negativity. Neither we get upset with others criticism, nor do we offend someone with destructive criticism. We should cultivate to be in the boundaries of our work.

5. Decision making :

To be decisive and take immediate decisions at a work place is the most prerequisite quality. Handling any situation or to deal with high pressure and think and act independently with the information and available data in the interest of organization, is in great demand for the managerial position. Therefore, it is necessary to learn the scientific approach of arriving at decisions. Planning, prioritizing, and thinking ahead, creates space for the new things to anticipate and critically evaluate.

6. Goals :

A successful professional should have goals to climb up the position step by step. Setting up a time period and working with an aim to reach the goals will let us examine critically and to prepare an action plan and to estimate how far we reached based on the time frame. Self-examination and consistent approach enhance the performance of an individual. If success is measured with our progress, then goals are our destinations to reach.

7. Time Management:

Time management is one of the important components for a successful career. Managing personal and professional life and balancing them is a crucial factor. Planning out a day is a primary task and executing it effectively and accomplishing the goal plays a vital role. It is difficult to take control of each and every minute as we have many distractions around us. To minimize these deviations and to improve the efficiency in managing time at work, allows us to enhance the performance and helps to reach the desired goals with more effective strategies. Lacking time management skills make a person inefficient at work place, would result in low output. They are likely to miss better opportunities and enhancement in perks and promotions. Hence time management gives us an opportunity for the better performance at personal and dexterous front.

8. Conclusion :

Modern times and tasks are driven by technology. Hence it is expected to have enhanced soft skills and being a skilled individual at work space. By limiting the hierarchy, the organizations are looking for the people those who are capable of taking up multiple roles and responsibilities. Companies have been hiring the people with better soft skills like good communication, anger management, time management, decision making skill, leadership skills and flexibility.

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Paper 11

BEATING THE TECH SAVVY WORLD: INTEGRATING TECHNOLOGY INTO HIGHER EDUCATION ENGLISH LANGUAGE TEACHING

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Abstract: *Technology has intervened in every discipline of Education. It has supremely modernized Learning and teaching environment. Therefore, English Language Teaching is not an exception. ELT has been transformed greatly and the influx of technology indeed contains the key of advancement. Integrated technology with innovative teaching techniques endeavors the teachers of English. A wide range of different methods, techniques and approaches were adopted through the years to meet with the needs of learners. Journey through Classical Methods and now has entered the most dynamic stage of its evolution where ICT is dominating in the learning and teaching process. Due to the excessive use of ICT in ELT, now this field of study also offers a large variety of innovative techniques and tools to the learners and teachers of English. Thus in this study digital innovations reshaping and flourishing ELT are discussed.*

Key Words: *Innovations, English Language Teaching, E-Learning, Digital Tools and technology in ELT, Digital innovation, new era.*

1. Introduction :

Technology has immensely affected every walk of life. It has incredibly revolutionized the life of human beings in different ways. The thinking process and living style of man has changed to such an extent that without technology it seems impossible to survive in this ultra-modern age. On the one hand, technology has become the necessity of life. On the other hand, English is the requirement for the survival of professionals in this new tech savvy world. The amalgamation of technology and English has opened new horizons of learning and teaching.

The teaching of English has evolved remarkably as compared to other disciplines. The teaching methods of Physics and Mathematics would be more or less the same but this is not the same case with English. Thus in this article we will discover how technology has digitized English language teaching and where it is leading and what would be the future prospects of English language teaching.

2. History of English Language Teaching :

If we take a quick view on the historical background of English language teaching, we will find that it was not as dynamic as it has become nowadays due to the advancement of the technology.

It is recorded with a careful examination that the history of ELT is 300 years old.

During the 15th to 16th century when British Empire was growing, the need to teach English in an efficient manner to the higher authorities was felt in order to communicate with other governments. Private Tutors were hired to teach English to the high officials. In this method, (Thana souls, 2011) language was taught through syntactic structure, grammatical rules, and rote memorization of vocabulary and translation of some famous literary texts.

Late in the 19th century, the Classical Method was called the Grammar Translation Method. In this method reading and writing were given more importance than to speaking and listening. Charles Berlitz expressed Direct Method (Thanasouls, 2011) at the end of 19th century and from that time till the beginning of 20th century, this method enjoyed great popularity due to the following points (Thanasouls, 2011). Following points were focused:

a) The medium of instruction was the target language.
b) Language was taught naturally with daily practices
c) There was less focus on translation.
d) Basic grammar was focused more.
e) Only everyday vocabulary was introduced.
f) Vocabulary was taught with the help of pictures.

This method stayed in practice for a long period due to its focus on the functional use of English Language. But, still this method was blemishedwith setbacks as it needed a lot of time, good budget and a small class size. These issues led to another invention of a new Method that is called Audio Lingual Method.

Audio – Lingual Method was introduced in the 1950s and it is also known as “Army-Method” because of the Second World War. This was the time when Americans felt the need of knowing the languages of their enemies and allies. From there onwards English became the primary language for communication and there was a substantial drift within people to learn English.

In the 1970s another method appeared called The Silent Way based on problem solving approach of learning (Thanasouls, 2011). Here, students were given a task and the teacher stayed distant and students with one another solved the task. Suggestopedia or The Silent Way received much criticism. It was said that these methods gave great weight to the psychological factors in language learning. Where in Communicative Language Teaching lays emphasis on the communicative function of the language which includes all aspects of language related with theory or practice.

The communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. There must be a certain balance between the two. It gives priority to meanings and rules of use rather than to grammar and rules of structure.

3. Digital Innovations in Language Learning :

Now at present time ELT has entered into its new phase of evolution where inventions are emerging almost on a daily basis. The application of digital technologies has turned into everyday needs in the present time such as use of electronic devices such as computers, tablets, laptops, smart phones has become our necessity. These digital devices are shaping all disciplines of learning.

Now, these devices have also acquired a foremost place in ELT and have been proving as interesting interactive and fruitful tools. Hence, it is due to technology that ELT has evolved to this great extent.

Modern approaches in teaching English are wedded and intermingled with technology in such a way that it seems impossible to stay them separate. As CALL (Computer Assisted Language Learning) that's using computers to assist or support the education or training of individuals. CALL provides faster or slower routes through the fabric for people of various aptitudes, and may maintain a progress record for the trainer .MALL (Mobile Assisted Language Learning) is another remarkable development in ELT. Mobile technologies offer numerous practical uses in learning. A computer is better than a mobile for handling various sorts of information like visual, sound, and textual information .Various applications, programs on smart devices are playing an important role in ELT. Computers, the web and Wi-Fi have made English teaching more efficient with new tools, techniques and methods. Now almost every organization offers tons of smart devices applications, materials and tools to be utilized in ELT.

Even British Council offers plenty of useful applications (Learn English Apps, 2013) to learn English. Some of them are Elementary Podcasts ,Learn English Grammar (UK edition), Learn English Grammar (US edition), Learn English Audio and Video, My Wordbook 2,Sounds Right , Learn English Sorts World , 60 Second Word Challenge, Johnny Grammar's Quizmaster, and Premier Skills. These applications bring forth a pack of miscellaneous activities to learn English.

There is a great range of digital technologies used in the ELT. Some of them are:

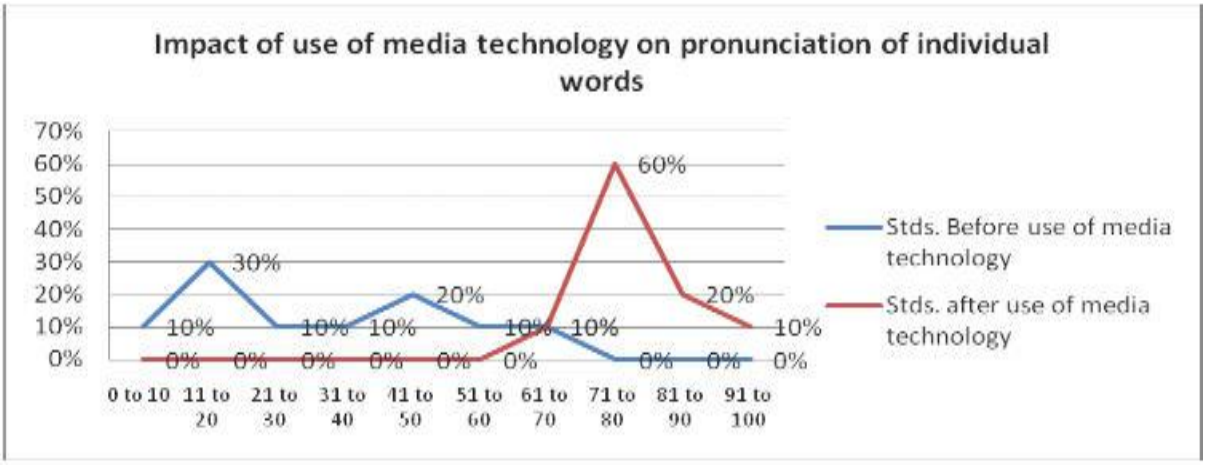
1. Skype for education (https://education.skype.com/).
2. Video conferencing (Join Net)
3. Interactive CDs
4. Interactive Books
5. Talking Pens
6. Blackboard (E-learning)
7. Voki (www.voki.com)
8. Laptop
9. Electronic Dictionaries
10. Electronic Translators
11. Power Point (Microsoft Office Suite)
12. YouTube
13. Edmodo (www.edmodo.com)
14. E-books
15. Face book (www.facebook.com)

16 Smartphone

17. Tablets
18. University Wi-Fi

20. Virtual Conferencing Rooms
21. Digital libraries

Some of the above mentioned technologies are best suited in developing writing skills like edmodo, translators; Microsoft office and dictionaries. Some help in reading different articles like face book and interactive books. Voki, Skype and speakers are effectively used improving in listening and speaking. These learners can practice lessons and dialogues in an innovative way. These are highly recommended tools for developing speaking skills.



Digital game-based Learning as word power is another mind blowing innovation in ELT. Young learners are exposed to the basics of language learning while being at play. Applications of digital game-based learning bring out a constructivist theory of education providing opportunities that engage students in interactive learning and helps prepare themselves to participate in the globally, technological society of the 21st Century.

By now the internet was used only to get information but now it is used extensively to communicate with peers, siblings and professionals all around the world. So, this drastic shift from information to communication is the shift from reading to interaction. Now, Communicative language teaching is dwelled with the "technology driven activities and teaching aids" (Motteram, 2013). This fantastic integration paved the way of ICT in English Language Teaching. Thus the trend of using ICT in ELT is nowadays being practiced at a really large scale.

4. Use of Language Lab in English Language teaching :

The much technology has brought effective tools for teachers; it has more benefits for learners. Learners must use technology as a consequential part of their learning process. Teachers must model the use of technology within their teaching strategies to support the curriculum so that with the true use of technology students can learn their language skills more effectively.

As the use of computer technology helps teachers meet their learners' educational needs by using applications enabled with globally acceptable technology that connect them with the people and expand opportunities for their learning. With advanced practices learning language becomes an easy and efficient task.

It is a proven fact that Technology-advanced teaching pedagogy is more effective than one to one lecture-based class. In classic traditional classrooms, teachers stand in front of learners and give lectures, explains by using blackboard or whiteboard. With development in technology teaching methods must be modified. As the usage of multimedia texts in the classroom assists learners in becoming familiar with vocabulary and language structures in detail. The application of multimedia also makes use of audio files, video lectures, films, and the internet to enhance learners' linguistic knowledge. Here are some examples of effective language learning methods equipped with technology:

Phonetic software: Phonetic transcription is a complex task involving not only objective decisions about the acoustic signal, but (depending on the transcribers) such things as inferences about unseen articulatory patterns and relations between sounds in a particular language's phonology. Thus phonetic software assist in making phonetic learning efficient and easy by automatically adding IPA transcription to any English texts, printing the resulting text with transcription and easily edit the transcription using the transcription symbols panel.

Few most efficient soft wares are:

1. Praat: doing Phonetics by Computer: https://www.fon.hum.uva.nl › praat
2. **Phonetizer :**https://www.phonetizer.com
3. **Phonetic SoundsMicrosoft Store:**https://www.microsoft.com › en-us › phonetic-sounds

The use of the internet gives learners an amazing opportunity to collect information and offers different materials for analysis and comparison of both language and context. The independent use of technologies provides learners self-direction to learn individually, develop skills and to acquire responsible behaviors.

Digital Classrooms: Smart boards, Computer, tablet and Smartphone applications are used in the classroom and at home, educators at every level have ample of choices for every area of teaching. These applications help in updating scores as grades are entered, updates student progress data and accommodates custom grading scales and weighted assignments and share progress easily with both students and parents.
Teachers can build lesson plans with easy templates, list materials and attach media files.
Programs allow integrating Google calendars with grade book and lesson plans as well as access documents.
Here are five popular applications available for different classroom uses:

Socrative: Makes fast assessment for student progress on a lesson-by-lesson basis which helps teachers keeping a trace on with their students. Teachers can also design individual or group activities and quizzes.

Padlet: This program is another highly regarded application for encouraging and enabling student collaboration. This program is often employed by older students to blog, bookmark and make discussion boards. It offers variety of organizational tools, such as Venn diagrams, sticky notes and to-do lists.

Quizlet - Quizlet program gives an easy hand to teachers and students to create their own digital flashcards, including audio and images, and use them to study. This synergistic program also allows teachers to transform flashcards into games. Teams play against each other, fostering cooperation, collaboration, and communication among students. It also helps in building vocabulary and promotes accuracy over speed.

Podcast - A podcast is an audio file that one download and listen anytime. Podcasting has a great potential as a modern learning tool for English learners. It can be used to record English teacher's lesson as well as to create a home assignment or even be part of a test. Interactive activities can also be conducted as holding a debate, creating a newscast, or run a radio show to enhance English communication skills. It has already been widely utilized in language learning, especially because of offering authentic content and the act of recording it. Numerous types of bonfide podcasting are available for English language learners. For example, "English caster" bestows a great list of podcasts specifically designed for English language learners. Additionally, some researchers like Stanley (2005) created a podcast applicable for teaching in EFL/ESL classes.

5. Conclusion:

Globalization and technical advancement has revolutionized ELT. ELT which started just to enhance intellect has become an applied scientific discipline. With the usage of technology, students learn basic skills - reading, writing, listening and speaking - better and faster. Students develop the technical skills required to use the Internet for communication and information gathering.

Different Methods, dynamic approaches and advanced techniques were adopted and are still modified by the practitioners according to the requirement in their times and needs. Advancement In

technology has brought a number of innovations in ELT. A great variety of e-tools are available to use and apply in ELT Laboratory making critical and complicated topics as Phonetics easier. With which ELT has successfully evoked a new picture of this discipline where the use of e-learning, electronic devices, e-tools, eBooks, video-conferencing and ICT has minimized the need of physical classrooms or may even replace them with virtual learning in coming times.

To sum up, the findings paper showed that technology lends a better hand in building interaction between teachers and learners, providing comprehensible input and output, helping learners to develop thinking skills, makes learning and teaching becomes more student-centered, promoting learners' autonomy and helping them feel more confident, and increases learners' motivation to effectively learn a foreign language.

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Paper 12

TEACHING AND LEARNING ENGLISH DURING COVID SCENARIO IN INDIA: CHALLENGES, LIMITATIONS AND SOLUTIONS

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Abstract: *Traditional ways of teaching-learning has taken an upside down shift during the Covid scenario in India. There was an upsurge of substitutions for the conventional teaching-learning methods. In a country which is an amalgam of both rural and urban areas, where English is not the first language, there are chances for a lot of challenges in teaching-learning English. This was extremely visible during the pandemic. This paper is an attempt to analyze the challenges, limitations and to find out the solutions for the same.*

Keywords: *English, Learning, Teaching, Challenges, Limitations, Solutions, Covid, India.*

1. Introduction:

The cataclysmic upheaval that has taken place in every sphere of life during the upsurge of COVID-19 has its unfathomable impact on educational sector too. In a country like India, which is an amalgam of differences, where English is not the first language, the challenges and limitations faced by both the learners and teachers of English are not limited to a few. As a foreign language, English is still a mirage for many. The teaching and learning English is a herculean task, even in the conventional method of teaching, in many parts of India due to certain factors like the indifference of the learners who are remote to the language. From the elementary level to the higher levels of learning, the complexity of teaching and learning of English was heightened during the pandemic situation.

2. Analysis:

During the complete lockdown, where human life was shut inside the walls, like any other sphere, educational sector had suffocation and wheezed for some time. The practical substitute put forward by the institutions for learning, the universities and the government was the online platforms. They advocated the teachers and students to get access to online platforms like Google Meet, Google Classroom, Zoom, etc. Though the virtual platforms served as a better substitute for the traditional ways of teaching and learning, there were practical challenges in front of the learners and teachers to get in touch with it. The technological illiteracy, the poor network, the lack of gadgets, etc., were a huge problem for many, including the teachers, especially those who belonged to rural areas. The lack of technical skill from the part of the educator or the trainer is a great lapse when it comes to online teaching, where the technology plays the prime role. Even the tech-shy educators were forced to learn the new techniques, which was the need of the time. As the pandemic was a matter of emergency, there was no training or coaching given to the teachers as a

prerequisite. It took some time for the learners and teachers to get acquainted with the new methods. As a matter of fact, all these common limitations had its direct impact on the education of English.

Teachers are primarily the facilitators, who supports their students by giving relevant feedbacks and provide them with better learning methods to bring out the best outcome that is possible to achieve. Language teachers are basically considered as those who are having a complexity to deal with technology, which is applicable to the English teachers too. This may lead to a hesitant approach from the part of the teachers towards online teaching, be it providing lectures through virtual platforms or sharing self-study materials. Like the teachers, the lack of technical skills from the learner can also affect proper learning. The gaps that may happen between the give and take procedure in the virtual learning environment due to lack of competency in technical skill will directly affect the learning outcome. English, which is already inaccessible and incomprehensible for most of the Indian students may become more and more difficult to understand due to this reason.

The best method for brining language competency is through conversation. The virtual classrooms are restricting the space for the students to express their opinions as in the traditional classroom. Though there are options for leaving their responses in the online platforms, they are limited. Massive response or collecting both verbal and physical response from the students by which the teacher could give the proper suggestions and feedbacks, is not much possible in the virtual platforms. This in turn affects the language competency. Moreover, the teacher is unable to monitor the improvement and drawbacks of each learner individually, as in the real classrooms.

For teachers and learners who have English as a Second Language (ESL) or English as a Foreign Language (EFL), the virtual classrooms will be a limitation, due to the practical challenges like poor technological skills, infrastructural issues, etc. But, the technology itself can provide practical solutions too. There are several online resources through which the English language competency can be increased. There are websites and software programs which are designed for improving the proficiency of ESL and EFL learners, the non-native speakers of English. One can use these websites to improve the language competency. Blended learning is another solution which combines both the traditional and online ways of instruction, to reach the maximum learners. This actually enables the learner to get access to a large quantity of knowledge, by having control over the pace and time of study. Free online resources are available in almost every subject, including languages. One can have access to these resources to learn English by checking the proper pronunciation, spelling, intonation, etc. The Massive Open Online Courses (MOOCs) are provided by prestigious institutions and universities on different subjects, where anyone can enroll and learn the subjects of their choice at their own pace. One can attend these courses online and there are institutions which provide English language learning programs, especially for non-native speakers to improve their language proficiency by giving importance to listening, speaking, reading and writing skills. All these are the possible solutions for learners of English to improve their language proficiency, to withstand the chaotic times when traditional means are found impossible.

3. Conclusion

COVID-19 was not just a pandemic, but a deadly lock that shut the doors around the globe. The revolutionary and outstanding resistance of man against the pandemic is surely visible in the educational sector, like any other field. The English learning and teaching has faced challenges, but the practical solutions are already in bag with the technology itself. All the supplementary options available in the virtual or online platforms can be used for better learning experiences in English, which will outshine the learner. Being hesitant or reluctant to changes is no more a practical step to take, where shaking hands with technology under proper guidance will definitely serve for a better learning experience.

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Paper 13:
EFFECTIVE TEACHING PARAMETERS WITH REFERENCE TO ENGLISH VOCABULARY

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Abstract: *Teaching is always considered as one of the noble professions filled with passion. An effective teaching needs various parameters to help students achieve expected learning outcomes. Higher Education curriculum is broadly defined as what is important for students to know, be able to do and the value as the result of learning that occur in the educational process. It is ~~best~~ specifically reflected in a planned sequence of instruction in terms of teachers and learners activities clustering around a prescribed syllabus. In education system, curriculum is divided into chunks of knowledge we call subject areas in basic education such as English, Math, Science, Social Studies, Commerce and others with multidisciplinary approach. An effective teaching should focus on better learning. Vocabulary is important across the curriculum, it is intimately connected to both effective reading and writing skills, and these skills in turn are necessary to communicate ideas, thoughts, and emotions to those around.The present paper intends to address the learner's autonomy and effective teaching factors with special reference to vocabulary as a key component that links the four skills of speaking, listening, reading and writing together.*

Key Words**:** *Curriculum, Vocabulary, Teaching Parameters, Learning strategies.*

1. Introduction:

Curriculum is usually designed by Government body and Higher Educational Institutions. In addition, the curriculum also lets the teacher's measure the effectiveness of their teaching through standardized testing. So, it's important what is intend for students to know, to be able to do and outcome of learning who undertake the educational process. The current English learning of students of College or University is undesirable due to their lack of autonomy in vocabulary learning.

2. Factors affecting teaching of Vocabulary:

English literature constitutes a major portion of the whole curriculum in Bachelor programs in colleges or universities. Teaching literature is assumed to somehow helpful to learn a language but interestingly it's not enough, it seems that literature has not been viewed or given its weight which can be highly beneficial in acquiring desired profession in future.

Vocabulary represents one of the necessary skills for teaching and learning language. Vocabulary is the most important tool for students to use English effectively. When speaking to others, when watching

a movie or when reading a text or when writing a mail, students will always need proper words to communicate.

Without a proper understanding of words and its usage, it's difficult for students to understand others or express their ideas. Teaching vocabulary is important across the curriculum irrespective of courses. By learning several words students can be exhibit and share their ideas and opinions with others.

To convey anything vocabulary is most important. Even in interviews or professional studies people express themselves in the English language and acquisition of vocabulary is always acknowledged. So to avoid problem in communication in any profession use of appropriate words need to be taught.

The role of teachers in teaching vocabulary is even more essential to help students to build self confidence in communicating with others peer at various levels of their professions. Unfortunately, vocabulary teaching has not been given importance in various level of graduation. The factors that affect the desired learning outcomes can be discussed under the 6 headings constituting the component of educational curriculum.

- **Content objective:** The major problem of teaching literature is that the term of teaching literature lacks precision. Every teacher would have his/ her own version of what it signifies. This makes many teachers uncertain about the goal of teaching literature so teachers are advised to look into the syllabus prescribed and make sure of the goals of the course and make it clear for students to have awareness about desired learning outcomes
- **Teaching materials:** The curriculum being taught as a prescribed syllabus in colleges need to be restructured. Factors that result in poor teaching and learning of literature is that literature teachers often provide the students with a huge rich and timely materials. When the students are offered by their teachers readymade material instead of encouraging them to read and form their sentences on the basis of their reading, makes the student dependent on the materials and teachers. Thus a healthy practice of making students write their own narration and regular corrections and suggestions will improve their writing skills and use of new words to improve their vocabulary.
- **Teaching methods to be adopted:** The methodology used by most of the teachers determine the role of the students in reading and communicating skills. It's important to familiarize students with vocabulary related to their subjects and taught by their subject teachers.Following activities can be designed by the language teacher to expand the vocabulary of students

    - By delivering the lecturers with additional materials such as showing pictures, maps, charts or using Audio-visual aids to teach vocabulary properly.
    - Vocabulary notebook maintenance to note down the new words to help students use new words.
    - Simulating actions performed by teachers with actions like shivering, walking, writing, laughing etc., in the class.
    - Teacher should frame simple illustrative sentences in a series to introduce new words to students. For this purpose teacher can use a simple situation or a story. Systematic descriptions help students to gain new words.
    - Word Bank: The teacher should associate new words and add them to word Bank so that students repeatedly hear and use those words.
    - Regular use of synonyms, antonyms and homonyms of words make students know their use in daily speech.
    - Referring to a standard dictionary and thesaurus will encourage and develops vocabulary and its usage among students.

- The teacher should teach different affixes (prefixes and suffixes) and their functions to the students to teach them proper usage and formation of words. Words can be grouped into clusters on the basis of their affixes for better understanding of students.
- Teacher should introduce crossword puzzles in classroom. Crossword puzzles available in various newspapers and magazines help in learning.
- Language teacher should introduce word games in the classroom to develop interest and enthusiasm among students. Vocabulary games ensure learning of new words through activity method.

➢ **Student learning style:** Students in most courses adapt surface learning strategies, they play the role of passive observers who are supposed to observe the given information returning them for the certain period of time and give it back during the exams and as a result the students have demonstrated much of that material is soon forgotten by the end of the course. So the process of structuring is crucially significance in learning a language. This implies effective **Engagement** in learning task (E1), **Exploring** what is what (E2), **Explaining** the relationship between x and y (E-3), **Elaborating** which implies extending what is being thought and done (E-4) and **Evaluating** as to what is being accomplished and what are the results which flow from exploring and elaborating an idea (E-5).

In the behavioral paradigm teaching-learning processes are so designed in a way that learning outcomes are achieved. Whereas constructivist paradigm emphasizes that learning should be made an active process resulting into acquisition of specific thoughts, concepts, structure which have to be basically accomplished through the learner's participation. It becomes relatively an active engagement. Constructivist approach learning is designed in the form of five basic activities of the learner such as Engage, Explain, Explore,Elaborate and Evaluate in the context of English and usage of vocabulary.

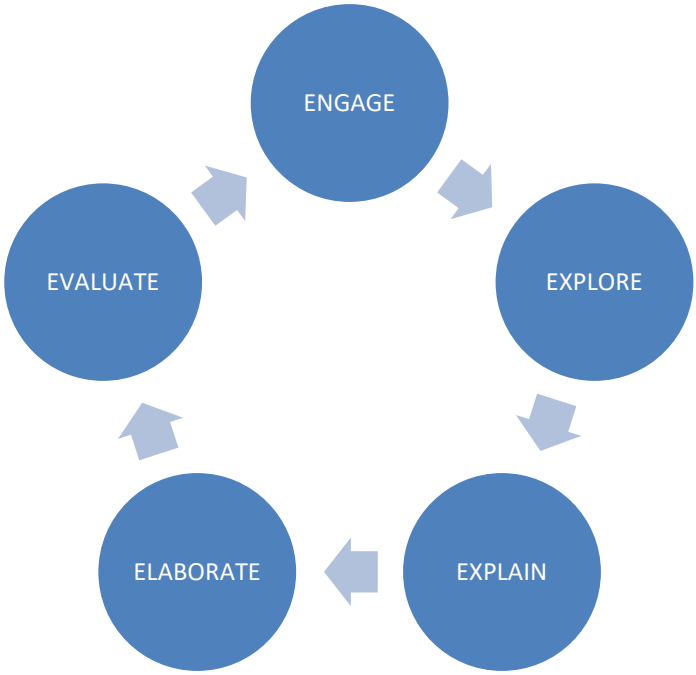

Figure 1: Teaching and Learning based on 5E's

- **Assessment process:** The nature of the questions constructed in the assessment process carried by most of the teachers does not expose students to reading the literary texts mostly as the answer required for the question do not demand reading. Language teachers will surely be served by having a comprehensive list of possible vocabulary learning strategies to consult when teaching. If the strategies on such a list could be ranked in some principled way for effectiveness, it would be all the more helpful. The students need to realize that success in learning depends much on their own efforts, like the way Scharle and Szabó state: "Success in learning very much depends on learners taking responsibility" (2000, p. 4)

  Concerning testing and evaluation of vocabulary it is recommended to use rubrics which helps students to make self-assessment. However, the three basic approaches to vocabulary learning: Incidental vocabulary learning, explicit vocabulary learning and Independent strategy development can be practiced.

- **Feedback**: Student should be encouraged to read the text intensively and comprehensively. So questions and other assessment should apply in critical thinking. Factual questions in exam do not motivate and support deep learning. So regular feedbacks in written to be taken to encourage students.

According to Eberly Centre –Teaching Excellence & Educational Innovation, **Effective teaching involves:**

- Acquiring relevant data concerning to students and using that knowledge to design course style and schoolroom teaching
- Aligning the 3 major elements of instruction: learning objectives, assessments and instructional activities
- Articulating explicit expectations relating to learning objectives and policies to promote deep learning
- Recognizing and overcoming our expert blind spots
- Adopting appropriate teaching rules to support our learning goals
- Prioritizing the data and skills that we choose to focus on
- Frequently rewriting the course of action based on feedback mechanism in creating teaching effective.

3. Conclusion:

To enhance better learning, teacher should consider the parameters of effective teaching and make alignment among the learning outcomes, teaching methods and evaluation aspects of all the aspects of the curriculum should be linked to each other. Teaching methodology used by teachers determine the role of the student concerning the reading of the literary text used as teaching material. It's found that most of the Literature classrooms are teacher centric classrooms which should be replaced with student central classroom which will help the students achieve the objectives of the Literature courses and help in developing the reading skills accordingly be good readers in their life depending on their own abilities in reading. Finally assessment process should be reformed to understand the learning capability of the students and motivate for fulfilling the desired learning outcomes. It's to be understood that English is not just a language but a skill and knowledge that will be necessary to be successful in every field/Profession. Students due to the lack of vocabulary and skills in applying known words in real situations are partly loosing self-confidence in communicating with native English speakers. By raising proper awareness of using more vocabulary learning strategies, and motivating them to choose the most suitable vocabulary learning

strategies will surely help them become high-performing learners.So effective teaching parameters in developing vocabulary skills are to be adopted to make students independent learners.

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Paper 14:

IELTS - AN ALARM TO AWAKEN

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Abstract: *International English language testing system is a widespread exam to assess one's English proficiency. IELTS is categorized into academic and general training tests based on the purpose of the candidate taking this exam. This famous English test is believed to be hard to crack by many non-native English speakers. Preparing hard is therefore inevitable to attain high band scores. Speaking of which, the candidates must have an idea of the band descriptors to clearly strategize and construct their writing into an impressive high scoring piece. The educational institutions, however, do not fill in the students with the required skill set to crack the IELTS. This is therefore an alarm call of IELTS to awaken and improve in English.*

Keywords*: Band descriptors, conventional methods, online learning aids, complex sentences, linking words.*

1. Introduction:

There are manyEnglish language testing exams conducted around the globe to test one's ability to communicate in English efficiently, yet IELTS stands as one of the best exams to assess an individual's level of English based on global standards. It is a reliable measure of assessing a candidate's English as the university of Cambridge is making changes and improvements by constantly conducting research into IELTS. The IELTS has different sections like speaking, listening, reading and writing that are used to evaluate the candidate's level of English. Let's have a look at each section in detail.

2. IELTS Criteria and Descriptions:

Speaking :

The Speaking test is an interactive session with the examiner for about 11 – 14 minutes which will be recorded. There are 3 segments here. Starting with an introduction of the candidate followed by a short conversation. Then the candidate will then be given a topic to speak out his/her views and opinions for 2 – 3 minutes, uninterrupted on a stretch. The last segment the examiner will interact with a set of questions related to the topic spoken by the candidate in the earlier segment. Making the speech deliberately complex

in an effort to show off that one is aware of complicated vocabulary might cause the candidate to lose points. Instead, focus on making the talk interesting. The sentence structure need not be complex either, when you can be fluent. Avoid pausing mid-sentence, using slang words, having a fake accent and rushing the speech like an express train. Presenting every word with a clear pronunciation is the most important thing in the speaking test. Always be relaxed, maintain a good posture and a uniform speed of your speech.

Listening

The 40 minutes of listening test has 4 segments in the order of complexity. Being a simultaneous process of listening and writing, it is a test of concentration and memory as well as mental ability to manage and perform multiple functions like reading, listening and writing at the same time. When answering all the questions whilst a candidate listens to the audio, spellings must be correct. Predicting the answer such that the candidate knows if it is a verb, noun or adjective etc., while reading the question will make the task easier to capture the answer.

Reading

Reading section is of 60 minutes and is different for the two categories of IELTS that are the general and academic tests. This section has 3 segments in the order of difficulty. Each segment will have one to two texts or long passages depending on the category of the test i.e., academic or general training. Reading and analyzing the texts or long passages will take a good amount of time. Hence time management is crucial in this part of the exam. It is advised not to invest much time in a question when one can't find an answer to it rather skip to the next question. A good strategy to consider while one approaches the reading part of the exam is to read the question first and then search for the potential answer in the text or passage. This approach saves more time than reading the whole passage, later reading the questions and trying to find the answers which will be of a great disadvantage to the ones who can't read fast and memorize the information given.

Writing

The Writing section differs for both the categories. This section has 2 writing tasks, those being letter or summary and essay depending on the category. Task 1 must contain 150 words and task 2 must contain 250 words for which the time limit is 20 and 40 minutes respectively. That implies, the candidate will get a penalty if they don't reach the minimum word threshold limit. There is no upper limit as such. One must answer all parts of the question identifying the core trends and viable data that is important. Use of inverted sentences where the adverb comes first in the structure of the sentence replacing the position with the subject, can fetch the candidate extra points. It is better to Put an adverb between an action or a verb to make the sentence look complex. Modal verbs can minimize the effect of definitive statements giving them a subtle tone of probability of it being true. The IELTS examiner particularly checks for specific formal linking words like therefore, however etc., Some of the linking words can also be placed within verbs. Overuse of the same linking words, however, can bring down the band.

3. Preparation Guide:

To ace an exam like such, preparation is a must. However, just a few weeks of preparation before taking the IELTS test will not turn a beginner level English speaker into an advanced proficiency level speaker. But during the course of this preparation the candidate will get familiarized with the pattern and technique of the exam while learning to use their current level of English to the best advantage. The band descriptors help the candidates to get a clear picture of the things they ought to keep in mind to score the best and also to strategize their answers to different types of questions.

Since we are aware that preparing right before the exam will not yield the best results but learning and practicing English as a language from schooling will be like a feather to one's cap. Although the educational institutions have English as a subject, the usage of English for day-to-day communication is comparatively less in non-English speaking countries, one of which is India. Though the curriculum in educational institutions comprises a good amount of teaching concerning the improvement of speaking, reading and writing skills which are assessed in IELTS, the student's mind is shaped into an instruction-based programby which they find it difficult to expound on their own thoughts due to conventional and restricted methods of teaching and learning that often aim on just getting high scores. This way when a student turns into a candidate appearing for IELTS, puts his steps in fear. To overcome this fear or not to face it at all one must practice English regularly.

4. Conclusion:

There's no such thing as "talk like a native English speaker in a week", learning English or any language takes time, effort and dedication. Most of the successful language learners find a way to make the language of their interest a part of their daily life. Practicing English as a means of communication everyday concentrating on pronunciations will help improving at a higher pace also making the learner fluent. Reading books and novels greatly influence one's mind to build a good structure and strategy for constructing sentences, even paragraphs on any issue being addressed. Watching and listening to English radios, shows, debates and movies will guide the observant learner to execute effectively the things learnt. There are many aids online to learn and assess English which will benefit the learner.

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Paper 15:

SELF TAUGHT METHODS OF LEARNING ENGLISH: OF THE STUDENTS, FOR THE STUDENTS AND BY THE STUDENTS

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Abstract: *The present paper discusses methods of learning the English language for communication through a research survey by students. The English language plays a vital role in communication and English is no doubt the foremost and the most important language for communication all across the world. Learning the language by everyone especially by students involves a lot of different methods of teaching in both rural and urban areas. Individually, one must acquire good communication skills to excel in career. Students in India are exposed to English language in Primary and/or Secondary schools and English is taught as a second language. Yet there is a great difference between the adaptation of English language among the students of urban and rural areas, as the students in the urban areas are exposed to many different ways of learning with ample resources and special training in schools to improve their basic skills of listening, speaking, reading and writing skills, whereas the students in rural areas have a very narrow and limited exposure to the English language. In this research paper we talk about very simple yet effective exercises and practices for students in both rural and urban areas to improve their language and vocabulary. It also shows that language learning is a skill which can be mastered only through constant practice and continuous exposure to the specific language*

Key Words: *English language, Rural and Urban areas, Education, Learning.*

1. Introduction :

The English language has gained the status of an official language through time. People in and around every corner of the world use English widely for communication. It has become the *lingua franca*, the common tongue, or the linking language of the world and then education has enhanced its role further. Almost all the universities across the world use English as the mode of learning and communication, English is now the language of confidence building and career enhancement. A broad goal of English language programs is that of developing the communicative ability to convey and interpret a message.

2. Background :

Students from rural and semi-urban areas do not have much exposure to the English language. Most of them are also the first generation learners in the family and English seems to be an alien language for them. How can they even acquaint with a foreign language by means of only primary education and minimal

sources? So most of them have trouble learning English and fail to deliver the very basic sentences with or without grammatical mistakes.

3. The Proposed Methods of Learning English for Students in Rural Areas

1) Watch TV with English channels.
2) Turn on the subtitles to understand better, then listen to the pronunciation. You can train your ears through this way.
3) Watch informative videos in available sources or a radio
4) List objects looking at your area.
5) Make a birthday card.
6) Write a dairy.
7) Read a paragraph from a book, children's book also your text book.
8) Make note of new words or words you may find difficult.
9) Use those new words and form a sentence using them.
10) Start to speak in English describing your daily routine.

4. The Proposed Methods of Learning English for Students in Semi-Urban and Urban Areas

1) The most natural way to learn grammar is through reading and listening. So read, listen and practice speaking in English
2) Use a pattern of words when you speak. E.g.:- "**We'd love to *hear*** from you."
   "We'd love to *have* you over."
3) If you like online video games, use English as your base to speak to others.
4) Search for podcasts in English of any favorite topic of yours.
5) Listen to English music.
6) Watch English Movie channels, news, web series and also TEDTalks.
7) Start writing reviews on movies and shows you have seen recently, creating headlines.
8) If magazines are your favorites, describe the cover pages and learn.
9) Get crafty; learn new phrases that will help you keep your conversation with others.
10) Grammar gets easier when you make examples from your daily life.
11) Practice through tongue twisters and vocabulary games, which you can make on your own.

5. Study To Support the Above Methods :

The following are a few examples of few subjects who used these methods to improve their English skills.

Rural examples: -

1) Subject 1 is a 14 year old girl from Makthal village in Telangana whose parents are farmers and part-time wage workers. Due to her family's economic condition, she was not able to get into a good school for her education which had a bad impact on her English language and so she was recommended to improve her language skills with any method of her choice, she started to list all the objects, people, things she came across.

2) Subject 2 is a high school going student who wants to pursue further education in a prestigious college in Hyderabad but feels inferior about his speaking skills in English language and so he started watching English TV channels with subtitles which helped him not only with his speech but also with his listening and reading skills.

3) Subject 3 is a 10 year old school student who likes watching action hero movies but doesn't understand them as almost all the action hero movies are made in English and not being exposed to English language makes it difficult for him to understand what his favorite superhero is talking about. When he discussed his problem with one of his cousins who stays in the nearby city he was recommended to read Children's story books along with his English textbook and start speaking in English even if he makes mistakes. Eventually he learnt a lot from his mistakes, is more confident in speaking English and hopes to understand the movies better than before.

Urban examples: -

1) Subject 4 is a 15 year old school student. This subject had a difficultly to speak and answer the questions which were asked in English. The way this subject developed his skills is based on his interest. This subject was fascinated by video games which can connect an international group of friends all around the world. This subject started playing video games and made friends from native English speaking countries.
Also, it can be mentioned here that installed games improve one's English skills by playing and completing the levels in the game as provided by the game maker.
2) Subject 5 is a 17 year old teenager who loves music. This subject was trying to write lyrics describing a situation in his own life. It was difficult as the subject wasn't aware of the vocabulary to define or describe the situations. The subject then started to listen to English music which helped him in improving his vocabulary and making new catchy phrases to write the lyrics. "Listening to English music not only helps you to gain new vocabulary but also good sense of music and relaxation" is what the subject said explaining his situation.
3) Subject 6 was a middle school student who loves to watch movies and series but always watched it with subtitles on. To changes this habit the subject started to listen to small podcasts and few TEDtalks to improve her English listening skills so that she could make a practice of listening and understanding the shows and movies rather than turning on the subtitles. The subject also started writing how and what she felt after watching the movies and shows which can be called as reviews. This helped her to improve her English skills and also helped her to gain knowledge on how to give reviews for an entertainment channel.

6. Conclusion :

The study proved that the proposed methods of learning the English Language Skills help students to gain a high level of proficiency. So students must not be afraid to make mistakes. They must be confident and practice speaking as there is a better chance of correcting the mistakes when people hear them. The most natural way to learn language is through talking. A person can't learn English from a book. For instance, driving a car can only be learnt through actually doing it. Therefore, students must surround themselves in an English-speaking environment, practice enormously the 4 core skills reading, writing, speaking and listening, read children's books as they have easier words and are good for those who want to learn the language from basics and learn English along with a friend. Then there will be someone they can practice with and they can motivate each other to improve. Listening to English radio, describing everyday situations and routine activities make language learning easier. These help students to become fluent speakers as they can talk about any given topic with ease because of speaking practice. Students can also improve their language by doing small daily routines like maintaining a daily diary, noting down the names of the objects they have seen around them in a notebook.

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Paper 16:

ENGLISH AND THE VICTORIAN ERA

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Abstract: *The Victorian era was subject to many revolutionary changes. These changes were unleashed by the Industrial Revolution and they continued throughout the Queen's reign. Many changes took place in English language and literature. These changes were usually influenced by the transitions that took place in the society and rapidly changing mindsets of people. When Britain started leaning more towards industrial society the English language started displaying new vocabulary. It is believed that the English we use today is derived from the language used during the Industrial Revolution. Victorian Literature, unlike 18th century and Romantic period, didn't aim at a particular (elite) group of audience. This was a time when new genres were introduced and they were well received by the folks. This paper aims to discuss the development in the English language in the Victorian age and compares it with the characteristics of its immediate predecessor, the Romantic Age, and towards Modernist Literature.*

Key Words: *Division, John Keats, Charles Dickens, Writing style, Victorian, Romantic Age, Industrial Revolution, Great Exhibition, Modernist.*

1. Introduction:

'We are living in an age of transition' - John Stuart Mill (1806-1873)

Victorian era is often characterized by the great economic growth and industrialization. It was a time when the horizons of education and literacy expanded and people started questioning religion and politics. Reading, in Victorian age, became a social pastime due to the increasing literacy rate. Writing, from this age, shone light on the drastic changes that took place in common people's lives such as industrialization of the society and role of religion. Literature of this era was usually concerned with social reform. The Industrial Revolution which helped the society develop industrially had a great effect on language, especially the vocabulary. Words like 'self-acting mill', 'power looms', 'steam press' and 'cylindrical steam press' appeared for the first time at the Great Exhibition in 1851. As Thomas Carlyle (1795–1881) wrote, ***"The time for levity, insincerity, and idle babble and play-acting, in all kinds, is gone by; it is a serious, grave time."*** In literature from this period we see duality between the concerns of the individual and national success. Against the backdrop of technological, political and socioeconomic change, the Victorian period was bound to be a changeable time even without the added complications of the religious and institutional challenges brought by Charles Dickens and other writers, thinkers and doers. Consider this quote from Victorian author Oscar Wilde (1854-1900) in his preface to "The Picture of Dorian Gray" as an example of one of the central conflicts of the literature of his era.

"All art is at once surface and symbol. Those who go beneath the surface do so at their own peril. Those who read the symbols do so at their own peril."

2. Division of Periods in Literature :

The period is often divided into two parts: the early Victorian period (ending around 1870) and the late Victorian period. Writers associated with the early period are: Alfred, Lord Tennyson, (1809-1892), Robert Browning (1812-1889), Elizabeth Barrett Browning (1806-1861), Emily Bronte (1818-1848), Matthew Arnold (1822-1888), Dante Gabriel Rossetti (1828-1882), Christina Rossetti (1830-1894), George Elliot (1819-1880), Anthony Trollope (1815-1882) and Charles Dickens (1812-1870). The Victorian Era continued up to the First World War (1914) though the Queen's reign ended in 1902.Writers associated with the late Victorian period are George Meredith (1828-1909), Gerard Manley Hopkins (1844-1889), Oscar Wilde (1856-1900), Thomas Hardy (1840-1928), Rudyard Kipling (1865-1936), A.E. Housman (1859-1936) and Robert Louis Stevenson (1850-1894).

Charles Dickens' writing style

One of the most celebrated writers of the Victorian Era was Charles Dickens. His writings were clear to understand. He frequently used *similes* in his writings to create emphasis. *Sarcasm* was another important factor in his writings. He used *cliffhanger* endings in his stories to keep the readers hooked. Dickens used idealized characters in his books to show the hideous side of life. Let's take 'Oliver Twist' as an example. In the book Oliver suffers in an orphanage and training center for thieves. The book shows Oliver as naïve and strong enough to *protect his values* even in unforgiving situations. Charles Dickens has been attributed for coining many words in English language, some of which are: *Abuzz* (excessive gossip or activity), the *creeps* (feeling of fear and revulsion), *Devil may care* (reckless, careless), *flummox* (perplex), *Gonoph* (thief), *Gorm* (vulgar substitute for God damn), *Lummy* (cute), *On the rampage* (rush violently), *Red tapeworm* (a person who excessively adheres to official rules and formalities), *Sawbones* (Surgeon or Doctor), *Whiz bang* (rushed).

John Keats' writing style

John Keats (1795-1821) was a celebrated poet of the Romantic Age, that preceded the prose oriented Victorian Age, mainly wrote Odes. The Odes are Keats's most distinctive poetic achievement. They are essentially lyrical meditations on some object or quality that prompts the poet to confront the conflicting impulses of his inner being and to reflect upon his own longings and their relations to the wider world around him. English odes are lyrical stanzas dedicated to someone or something. Keats wrote only for five years, but in such a short span of time he became one of the world's greatest writers. Keats used nature to make his poems romantic and gentle. Love and beauty mixed with his feelings of depression in his works and that is what he is remembered for today. Here are some poetic terms from John Keats' poetry: *Acrostic* (a word puzzle), *Allegory* (the figurative images of abstract thoughts), *Amphibole* (ambiguity), and *Amphibrach* (triple poetic foot with the accent on the second syllable). The writing style of John Keats is overwhelmed by poetic devices such as *personification*, *alliteration*, *metaphors*, *assonance*, and *consonance*. These devices are put together, which create the music and rhythm in the poems.

For example, his poem ***'Ode to the Nightingale'*** is full of literary devices. Similarly, his poetry is also characterized by sensual imagery. His poems 'Lamia', 'Hyperion', 'Ode to the Nightingale' and 'Endymion' are the best examples of sensual imagery.

Moreover, the diction used by Keats is also *connotative*. For example, in the poem, 'Ode to the Grecian Urn', Keats implied formal diction:

"Heard melodies are sweet, but those unheard

Are sweeter: therefore, ye soft pipes play on …"

The Victorian Age took off from such rich poetic masterpieces towards a profound development in prose writings, adding new content, texture and colour to the English language with the influence of time.

3. Transitioning from the Romantic Age through Victorian era to Modernist Literature

The main difference between Victorian and Modernist literature is the shift from an objective (all knowing) to a subjective (provisional) narrative form. During the Victorian era, writers focused more on relating people to the nature. The ideal example would be *Pride and Prejudice* where Elizabeth talks about Pemberley being a beautiful setting to live in. The Modernist era, however, focuses more on science and logic than nature.

4. The Old has passed away, but alas, the New appears not in its stead; the Time is still in pangs of travail with the New. - Thomas Carlyle (1795-1881)

Many things which came into existence during the Victorian age still exist today like the Victorian era introduced the weight and measure laws and, much more importantly, laws against product adulteration. Before the late Victorian era, there was no law against adding non-food substances to the foods you sold, and many of these were toxic.

In the Arts, before the Victorian era, people who made a living by producing art were looked down upon. These things were meant to be the hobby of gentlemen, with the emphasis on 'men' there. Women who wrote often had to use male pseudonyms (George Eliot/Mary Anne Evans, Curer Bell/all three Bronte sisters — and, remember, earlier Jane Austen (1775-1817) didn't write under her own name; her novels were published as being written by "a lady"). It wasn't until the end of the era that women writers became acceptable.

5. Conclusion:

Literature not only represents to us our world but it also shows us ways in which we can changethe world or adapt to changes which have already taken place without our realization. We get to learn more about the bygone eras through previously written and stored literature. Our past influences our present and our future. Written records are the perfect means to know more about the past and understand why things are the way they are now. The lifestyle and mindsets of the bygone eras always leave their mark in the future times in terms of our language, thoughts and actions. The Victorian Age and the ages that came before and after it, influenced the modern age and it is our responsibility, as the folks belonging to a post- modern age, to know well about history's influence on our language, lifestyle, actions and mindsets in order to progress further in an accountable way.

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Paper 17:

'THINK IN ENGLISH' AS A METHOD TO IMPROVE COMMUNICATION SKILLS IN ENGLISH

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Abstract: *This is a research on the language difficulties faced by the non-native English speakers and analyzing the underlying issues faced by them. The students of undergraduate courses in India do not fare well in placement interviews due to a lack of appropriate communication skills in English although they have good subject knowledge. We have tried to explore the method of 'Thinking in English' in order to gain proficiency in English communication skills. For this, we have done a survey using Google forms comprising of five sections.*

Keywords: *English, Mother tongue, language, non-native English speakers, vocabulary, grammar, individual's interest*

1. Introduction:

English is a Global language or Lingua Franca as it is used by majority of the population in every region of the world. But, the non-native speakers find difficulty in communicating in English on the basic level i.e., grammar, vocabulary etc. In our undergraduate program, we have observed that our peers who were good in academics couldn't deliver presentations, seminars and speeches efficiently in English. This led us to develop curiosity to find out the underlying issues that is hindering them in their effective communication and ways to overcome it. In this process we found a unique way of developing basic English language skills like vocabulary, grammar, sentence formation etc. by the method of 'Thinking in English'. Most of the population tend to translate their mother tongue into English which is not the right way of using English as every language has its own rules and one language's rules cannot be applied to another language. This research – "Think in English" focuses on the fact that prior thinking in a specific language in which a person is supposed to speak is a good way of improving language skills.

2. Background:

A survey was done with 27 subjects who belong to different educational backgrounds in which there were:

- Students (88.9%)

- Self Employed (7.4%)
- Faculty (3.7%)

3. The Study Questionnaire:

1) In the first section, the details of the subjects were taken. They were asked to translate a sentence and a proverb from their mother tongue into English.
2) The second section was 'Comprehension' which consisted of a small passage followed by a set of questions related to the passage.
3) The third section was 'Vocabulary', which consisted of an image which was given to be described in English and a question related to one-word substitute.
4) The fourth section was 'Grammar and Vocabulary' that included questions related to Tenses, Synonyms and Antonyms.
5) The fifth section consisted of General questions related to our research on 'Think In English'.

4. Observation:

In the first section, we observed that the subjects browsed for the translation, a few tried to translate the sentences word to word. They tried to convert the proverbs from their mother tongue to English. 55.7% of the subjects got it correct.

From the second section we got to know the English comprehension ability of the subjects. The results were satisfactory.

In the third section, most of the subjects could recognize the image but were unable to name it in English, so they translated it from their mother tongue. Coming to the One-word substitutes, other than the correct answer, approximately 30% of the subjects chose the option which was familiar to them.

In the fourth section only 54.4% of subjects gave the correct answers. We deduced that approximately 45% of subjects got confused between antonyms and synonyms. In the tenses part, we observed that there is confusion between different tenses of the same kind. For example, confusion between past perfect and past continuous.

In the last section of general questions, around 88.9% subjects were interested in learning and speaking English fluently. Grammar (70.4%) seems to be the most difficult area in English followed by speaking (37%). Around 55.6% of the subjects wanted to learn English as it is a global language. About 44.4% of the subjects were interested because of educational purposes and were fond of learning languages. Majority of the subjects felt that English is important to them. Approx. 70% of the answers depict that the subjects tend to look for suitable English words that seem to match their mother tongue. Majority of the subjects (63%) often think in English. About 70% of the subjects strongly agree on the statement - "In order to speak in English, you need to think in English."

From the above research, we observe that many barriers were affecting the non-native speakers with English language and these are some of them.

- Educational system
- Familiarity
- Translation
- Confusion in basics
- Lack of confidence
- Peer pressure
- Individual's interest
- Family background

5. Thinking in English can be adapted in our daily life by the following ways:

- Speaking in English in our head before verbally stating it.
- Changing our perspective of English.
- Learning one new word per day and using it in communication.
- Practicing speaking with siblings/friends who are good in English.
- Reading books and watching English documentaries.

6. Conclusion ;

From the above research, we found that the method of *Thinking in English* will improve English language skills of a person. This way of learning English results in perceiving English as it is. As English is considered a global language, the need for learning it is also prominent. Think in English can prove to be helpful in improving vocabulary, grammar, comprehension and overall communication. All the language building barriers can be overcome by the integrated work of all the factors like individual's interest, societal outlook, self-awareness and self-confidence, by developing the art of accepting the mistakes and rectifying them. Eventually, the flourishment of the English language can be achieved.

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Paper 18:

A COMPARATIVE STUDY OF NORTHERN & SOUTHERN INDIAN ENGLISH TEACHING AND LEARNING

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Abstract: *India maintains to be the world's second-largest English-speaking country. The most reliable estimate is around 10% of its population or 125 million. Hindi is the most commonly spoken language in North India today and serves as the lingua franca across much of North and Central India. This paper aims to identify the similarities and differences between Northern and Southern Indian English Knowledge and Implementation in the day-to-day life of people in these two regions. For the comparison, a comparative study was done with students of schools, colleges, and other professionals. Compared here are historical processes or changes over time for the purpose of socio-scientific analysis. My own attempt to do this kind of comparative study is that I have just tried to describe in prescriptive terms inspired by a desire to gain a deeper understanding of the history of the English language taught in North and South India.*

Keywords: *North India, South India, foreign language, socio-scientific, cultural diversity, rhoticity, non-rhotic, syllabic beat, phonemes, aspirated.*

1. Introduction:

English is known as a foreign language especially in Northern India and it occupies an idiosyncratic position in our country. Whether we are at home, in our state, or out of it, anywhere in the country or away from the country, English is an important and it endures to hold a distinctive position in our lives. The impression of English—its origin and its hypothetical, circumstantial, and pedagogical implications and adequacy —has been discussed through the past two decades in various programmatic studies and conferences. The perception of 'English' is to a large extent, a political and educational one. People speak their own variety of Indian English if that is satisfactory for their day-to-day life.

World English is widely classified into three varieties: English as a Native Language, English as a Second Language and English as a Foreign Language. Therefore, there are three divisions of English-speaking nations viz., ENL (English as a native language) territories, ESL (English as a second language) territories, and EFL (English as a foreign language) territories. English is spoken in India with varying degrees of success It is taught in schools across the country, functions as the language of communication among the educated people, serves as the language of higher education, and is often used as an official language in administration and in the courts.

2. Background :

English developed as the most widespread language in the world, used by peoples for diverse purposes. Almost two hundred thousand people claim English as their first language and 125 million claim it as a second language.The English language has a notable history in India. It was familiarized to Indian people in the seventeenth century when English entrepreneurs came to the country as traders. Even after British rule was over in the middle of the twentieth century, the English language persisted in Indian routine.

In the middle of the nineteenth century the aims and objectives of teaching English were very clearly laid out for the remaining period of overseas rule. There were a few milestones in the development of English such as:

- The formation of universities in Kolkata, Mumbai and Chennai in 1857 and in Dhaka in 1920
- Discriminatory education and training in supervision, communicated through English, the Indian University Act (1904)
- The Resolution on Educational Policy (1913).

For the entire period of British rule four broad improvements with regard to English education took place:

- 1600 -1800: During the early years the variety of English used was derivative and formal. It was the language of the rulers and the leading class.
- 1850 -1947: During the later years additional assortments (from very high to very low) looked. Indian intelligentsias and freedom fighters excellently used English as a tool for political emerging and renaissance.

Together with Hindi, English is used as the official language of the Indian government. It is familiar to almost all Indians. It is also widely used in many fields such as business, education, administration, and law. All rules and regulations should be written in English according to the country's constitution. It is also used as a medium of communication among college-educated people. It is mostly used in formal circumstances, whereas Indian languages are used in personal conversation. For example, English is used for news on TV, but daily soaps and serials are in Indian regional languages.

The English language in India has also been influenced by the Indian vernaculars. Many people are aware of the importance of English and try to speak it well. Some people try to speak it with a British accent. However, more recently people are moving towards the American accent.

English is taught and spoken differently in Southern India and Northern India because there is a huge cultural diversity between the two and varied historical facts. The study is completely based on my own experience in the Northern Part of India where I grew up and my professional career is based in Southern Part of India for the past ten years. Born in Reiwa – District of Vindhya Region of Madhya Pradesh, I acquired education in an atmosphere where most of the people used to speak very little English and with a regional accent. I came to Southern Part of India, to Hyderabad, Telangana State in 2011, acquired B.Ed. from Osmania University of Hyderabad. At present, I'm serving in college as faculty in the department of Botany. For the comparison, a comparative study was done with students of schools, colleges, and other professionals of Northern and Southern states of India.

3. English spoken by Indians :

Indian English is an outcome of the British rule in India which persisted for more than 200 years. Widely, Indians follow the guidelines of British English grammar but there are a lot of modifications in the way Indians speak English. Over 10% of Indians speak in English every day at least for a minute and there is variety among Indian English speakers due to regional and cultural influences and the configuration of the education system. Although English is the second-most spoken language in India, less than 0.05% of Indians speak it as their first language.

In Northern India, over the centuries, Indian English has changed to comprise a lot of Indian dialect words and jests which may not make logical sense to foreigners. **It is hard to make generalizations about Indian English, as it is so dissimilar in different regions of the country.** Telephonic customer service agents, teachers, and English students of the modern generation speak with a non-rhotic pronunciation. However, r-colored vowels and rhoticity parallel to that of American English is gaining importance because of the exposure to American culture and economic links with the United States. Indians who have English as their first language and watch a lot of U.S. TV or movies often implement an American accent. However, other Indian English speakers usually speak with a syllabic beat that is similar to their intrinsic language.
Indian English terminology includes a lot of organizational, sociological, and political expressions that are unique to the culture of India. Some of these include *swadeshi*, *dharna*, eve-teasing, vote bank, etc.

4. Observation: Difference in Northern and Southern Indian English adaptations and Usage :

Broadly speaking, a clear difference can be found between the Southern and Northern Indians English in terms of pronunciation, accent, intonation, grammatical structure -mainly arising from the influence of the mother tongue phonemes, morphological and phonological constraints.

For Example: In South Indian English the pronunciation of the letter "H" is articulated with strong stress, unlike in North Indian English. This can be linked with the lack of aspirated sounds in Southern vernaculars. Generally, English of North Indian and South Indian speakers differ in the following ways:

Mode	Area	Northern English	Southern English
Spoken	Consonants Cluster	Sityle (Style)	Ishtyle
Spoken	Consonants Cluster	Ischool (School)	School
Spoken	Alphabet	Eich (The letter 'H')	Hech
Spoken	Vowel Diphthong	Share	Shair
Spoken	Fricative vs. Plosive (aspirated)	Phoren	Foreign

I stay in Hyderabad, and noticed this among the children playing in the streets. They always speak English, and rarely the local language like Telugu. I never see this happening anywhere in North India, even when those kids actually know and speak English at school. One theory I have is that Hindi is the bridge language in Northern and Western India, and thus people of different regions use Hindi mostly and use their native language (Gujarati, Punjabi, etc. at home). In the South, on the other hand, English acts as the bridge language. Indian the state that has the highest English-speaking population is Tamil Nadu and Kerala.

5. Discussion :

The differences in English seen above may be due to an impact of our inherent or first languages, because very few of us speak English as our first language. The idiosyncrasies of our regional accent influence on English (or any other second language) show that there is distinctiveness in northern and southern Indian accents. Hindi is the native language of North India and Hindi does not have the English phoneme 'z' it has an equivalent in 'j'. So a Hindi speaker will not be pronouncing 'z' naturally e.g., 'is' is usually pronounced as 'ij' by a Hindi speaker. The same might be true in many other Indian languages. Yet, in southern India, largely speaking, replacement of 'z' by 'j' is not so common. That means here people have adapted this sound correctly.

A cultural and social impact can also impact the differences. South India and its people are the ones who give maximum importance to English and to their own mother tongues. Even the outskirts of the city are very well developed and the English medium schools are the only places where the middle classes put their children into. Kerala, a South Indian State, has the topmost literacy rate in India. The spread of

Christian missionaries in the early eighteenth century could be one of the reasons for the growth of English education here. South and East Indians may be associated with English for a longer time because they were interacting with the British Companies since long for business and political reasons. The other states came in later and did not accept English up until very late.

6. Conclusion :

For many Indians who know English, learn English through other languages and are not educated in the English medium, it is difficult to precisely spell and pronounce English words. The UGC's curricular suggestions have assisted the integration of the region and language-specific content. So the English syllabus at a university in the north east of India would have English and translated texts from Arunachal Pradesh, Assam, Manipur, Meghalaya, Nagaland, Mizoram, and Tripura. However, northern Indian states prefer texts in their vernacular medium and follow the national language Hindi in the curriculum as far as possible.

Twentieth-century countersigned a great advancement in science and technology and this enabled many new ways of sharing information and doing business. India's international commercial activities led to the need for obtaining adeptness in English as an international language. Now, English is not just the language of the administrators and policymakers but has also become the language of the business and professional class. English is nowadays the dominant or official language in over 60 countries. English can be used whether you are searching for products, reading an article about e-commerce, or buying a video game, the chances are that you're going to have more choice and a better experience if you have a good grasp of English.

The percentage of people who can speak English in India is enormous, but the problem is that it is not properly documented and not uniformly encouraged socially, culturally or politically. Therefore, some of us are at a disadvantage, be it rural India or northern India.

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Paper 19:

ENGLISH Vs SANSKRIT

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Abstract: *Sanskrit is an ancient Indian Language. It is a sacred language of Hinduism, Buddhism and Jainism and the origin of most Indian Languages. English is a West Germanic language first spoken in early medieval England, which eventually became the leading language of international discourse in the 21st century. Similarity between English and Sanskrit language - prefix and suffix. Sanskrit and English are two Indo-European languages that show many similarities between them but still bear differences too between them. They both belong to the inflectional type of languages. The root in an inflectional language undergoes change sometimes to such an extent that it becomes unrecognizable. English boasts the presence of neutral vowel in its list of vowels. The neutral vowel is felt in the pronunciation of words such as 'bank', 'cash' and the like. The neutral vowel is absent in Sanskrit.*

Key words: *Indo European Languages, Inflectional Language, Upasarga, Interchangeable, Influence.*

1. Introduction :

Sanskrit is an ancient Indian Language. It is a sacred language of Hinduism, Buddhism and Jainism and the origin of most Indian Languages. Today, about 14,000 people in India use it as their daily language. It is one of the 22 official languages of India and an official language of the state of Uttarakhand.

English is a West Germanic language first spoken in early medieval England, which eventually became the leading language of international discourse in the 21st century. It is named after the Angles, one of the ancient Germanic peoples that migrated to the area of Great Britain that later took their name, England.

2. Similarity between English and Sanskrit language prefix and suffix :

We are here to talk about similar features of English and Sanskrit. These languages have many things similar and we will be discussing about one prefix and one suffix that are used for English and Sanskrit words and have similar sound. I will provide examples to make it easier for understanding what we are talking about.

Sanskrit and English are two Indo-European languages that show many similarities between them but still bear differences too between them. They both belong to the inflectional type of languages. The root in an inflectional language undergoes change sometimes to such an extent that it becomes unrecognizable.

Take for example the adjective good. In the comparative it becomes 'better' and in the superlative it becomes 'best'. In the same way in Sanskrit too the root 'as' which means 'to be' undergoes change as 'stah' and 'santi' that mean 'they two are' and 'they are' respectively. In the above example the root 'as'

undergoes such a kind of change so that it becomes unrecognizable. Similarly the word 'good' undergoes change so that it becomes unrecognizable too.

So, we can clearly see that both **English** and **Sanskrit** languages have a common prefix, Upasarga, that is used to get the antonyms of the words. These words are strikingly **similar** and are clearly common in the usage, functionality and sound in both **English** and **Sanskrit**.

3. Differences between English and Sanskrit languages

English is primarily spoken in the United Kingdom and in the United States of America. It is widely spoken in the other parts of the world as well including Australia, South Africa, India and parts of Europe. On the other hand Sanskrit is no longer spoken. It was spoken in the earlier times in India and some parts of the eastern countries like Indonesia, Thailand and Malaysia.

English belongs to the Germanic group of languages. Philologists place Sanskrit under the Aryan group of languages. The other languages that come under Germanic group include Anglo-Saxon, German and Gothic. The languages that come under Aryan group other than Sanskrit include Avesta, Hindi and the dialects of Hindi and the other languages spoken in the northern part of India.

English does not have the cerebral group of consonants. On the other Sanskrit boasts cerebral group of consonants. Cerebrals are the sounds that result when the tip of the tongue touches the roof of the hard palate. The sound of the letter't' in words such as 'train', 'content' and the like are the cerebral sounds. It is believed that English has borrowed the cerebrals from Sanskrit language.

English boasts the presence of neutral vowel in its list of vowels. The neutral vowel is felt in the pronunciation of words such as 'bank', 'cash' and the like. The neutral vowel is absent in Sanskrit. Sanskrit is believed to be a 'devabhasha' or the 'language of Gods'. This is because of the perfect Grammar of the language when it comes to pronunciation and usage.

On the other hand there are no strict rules in English when it comes to pronunciation and usage. Several words are interchangeable in the English language whereas words are generally not interchangeable in Sanskrit. Sanskrit is said to be one of the oldest languages of the world. On the other hand old English is said to be only 700 years old. Sanskrit is mother to several other languages including Hindi, Marathi, Gujarathi in India.

4. Conclusion:

The influence of Sanskrit is felt on several other languages spoken across the world. These languages include French, English, Russian, German, Italian and Greek to name a few. On the other hand the influence of English is not seen on the Sanskrit language.

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Paper 20:

LISTEN TO UNDERSTAND OR LISTEN TO REPLY – *CHALLENGES FACED BY STUDENTS DURING PLACEMENTS*

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Abstract: *The term communication and its process play a vital role in one's life. When spoke about communication the very first thought that occurs in a person's mind is that it is a process that allows one to interact with another and act accordingly. Specifically speaking, it is an act of conveying intended meaning to another entity, through the use of mutually understood signs, words or actions etc. In communication as mentioned above mutual understanding is a core element because just like everything else even communication has certain barriers. For example, perceptual barriers, language barriers, context and emotional barriers. This paper discusses how these barriers pose challenges to students in job placement interviews and attempts ways to overcome them.*

Keywords: *Communication, Elements of Communication, Mutual understanding, Language Barriers, Perceptual Barriers, Emotional Barriers, Context*

1. Introduction :

Communication is a two way process where there should be a speaker and a listener who exchange their roles while they interact and convey intended meaning. There are certain major elements playing an important role for communication. Communication needs a context about which people can communicate and share information and also a medium as the main source of communication. The medium can be Non-verbal (facial expressions, eye contact, gestures, postures, silence), Verbal (words spoken or written, letters, email, audio & video or any other electronic media). It has been observed that there are many barriers that might make communication difficult and lead into confusions and problems which is why mutual understanding is important.

1.1 Perceptual barriers occur when the communicator believes that the other person will not understand what he or she means or be interested. **Language barriers** occur where there are people with different languages, vocabulary, structures and concepts. **Emotional barriers** occur when there is lack of emotional awareness or control. The present paper is based on a survey done on students who are job aspirants, teachers, corporate persons and parents facing the barriers in communication.

2. Survey :

Questions asked in survey:

1. How important is communication in your own perspective and for your designation?
2. How important is listening in communication?
3. Why is communication expected during placements?

No. of subjects responded in the survey: 27

Background of the subjects who responded:

1. Students (MBA, Engineering, B.Com., B.Sc.)
2. Lecturers (Schools, Degree-various departments).
3. Corporate persons (Range of age from 23 years – 50 years).
4. Parents of 1.

3. Responses received from subjects:

General: Communication in general is not only about interacting but it also helps to facilitate the process of sharing information and knowledge, helps in developing relationships with others, is about making our lives better, to prevent and resolve problems, maintaining optimistic attitude, overcome mental issues, gain sustainability in the world etc.

Students: Good communication or well-developed communication skills are essential for a student's academic success at all levels of education. It is helpful for the students to effectively read, write, learn, follow, understand the concepts and also gain knowledge in various fields. These skills allow the students to listen and understand the point of view of teachers and then present their point of view, ask doubts and contribute in activities. An effective communication helps students not to fall behind their peers or feel left out throughout the education. Finally, it is a crucial part of a professional life regardless of the fields which helps students to get placed in a reputed organization in the corporate world.

Above all a student's communication skill is said to be productive only when they have the ability to listen as listening is the key of effective communication. Listening merely to reply a question doesn't produce satisfactory results in a placement interview. Listening to understand what the interviewer is saying or wants to know will help the candidate to come out with a suitable reply.

Lecturers: Communication is important for teachers in transmitting education, interacting with children and to effectively help out the student's reach their goals. It is also helpful for their own professional growth in career. A good communication from a lecturer itself makes them excel in their field. Lecturer with good communication always makes the things easier and understandable. Proper communication from teachers attracts the students to listen to the class patiently and with undivided concentration. A lecturer is told to be a good communicator only when students are attracted towards the teaching and listen to them.

Corporatepersons: Communication is the mode how employees and management interact among each other to plan organize or control the activities of the organization which will finally lead them to achieve their goals. It helps people in the organization to grow individually and as a company. It reduces wrong information, assumptions and errors. Every person in the corporate world can learn and improve their practical skills through interactive communication. Sharing important information becomes easier and also builds constructive teamwork. It helps the human resource manager to choose the right candidate for the company through the interview.

Parents: As a parent communication is important to build trust and understanding among the family members and also give good values and morals to the children for the well-being in every aspect or part of their life. It helps parents to be a team in raising the family to heights.

4. Analysis :

As can be seen above communication is important in every field in every aspect and for every human but it has to be specifically focused on students and children, because children are country's future and it's every single person's responsibility to ensure their personal growth and contribution towards the country which is possible through a good well developed and effective communication among each other.

5. Conclusion :

The survey supports the statement that "The main communication problem is that we don't listen to understand we listen to reply." This has to change in order to have a healthy communication in all spheres of life and also applies the preparation by students for placement interviews.

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Paper 21:

A TEACHER STUDY ON THE USE OF STUDENTS' FIRST LANGUAGE IN THE ENGLISH LANGUAGE CLASSROOM

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Abstract: *In an English language classroom, the students find it difficult to express themselves in English. They may be a homogenous group with one common L1 or heterogeneous with different L1 backgrounds, but rather prefer L1 (mother tongue) to L2 (here, English) to interact among themselves or with the teacher. The teacher can either encourage or restrict the use of L1 in the classroom. The use of mother tongue might help the students to associate their ideas to expression, but can hinder their overall L2 acquisition at the same time. The present study focuses on how using the mother tongue in an L2 classroom may or may not help the students learning English acquire considerable proficiency in the target language. While they can be encouraged to use any language to ideate, their exposure to L2 is crucial in its acquisition, to comprehend and express themselves appropriately in the same. A classroom study was conducted to assess the competency level of the students and the method of teaching English they were exposed to. It was observed that the students who speak and write English appropriately have not learnt the language using L1. On the other hand, those who find it difficult to express themselves in English were found to use their mother tongue quite frequently and their lexical and syntactic understanding was also found to be inappropriate. However, the study also found that students prefer to use their mother tongue in classroom, feel comfortable if the teacher understands their L1 and disagree with an 'English only policy' in the classroom. Yet, they agree that dictionaries and other learning tools in L1 should not be used in the English classroom.*

Key words: *L1, L2, acquisition, target language, mother tongue, CLT, HOTS, LSRW, Classroom Study.*

1. Introduction:

The use of students' first language (mother tongue) in the second language (here, English) classroom has been debated for many years. Krashen and Terrell (1983), with their 'Natural Approach' to language acquisition, proposed that students learn their second language much in the same way that they learn their first, and that L2 is best learned through massive amounts of exposure to the language with limited time spent using L1 (Tang, 2002). The emergence of the Communicative Language Teaching (CLT) in language pedagogy has caused many English teachers and instructors worldwide to disregard the use of the learners' mother tongue in teaching English. CLT, also referred to as the Communicative Approach, strongly advocates that "the target language system is learned through the process of struggling to communicate" (Brown, 1994, p. 45). Some proponents of this approach also believe that "L1 use actually interfered with

L2 learning" and brought about "error transference" (Miles, 2004, p. 9), and thus, hampering language acquisition and learning.

Teachers may consistently demonstrate that they are not prepared to use L1, showing genuine desire for students to acquire the target language or they may not know the students' L1 (e.g., in a multilingual country like India). On the other hand, they may consider the students' comfort in using L1, give allowance in using L1 in order to encourage a rapport and understanding in the classroom but only to support L2 acquisition. Students in the tertiary education may expect the English teacher's ability to converse in L1 or L2 to be more than students at the primary level (Calderbank, 1997), irrespective of their own competence in any of the two. By regularly considering when and how to use L1, and the circumstances under which it will facilitate student learning without making it an onerous experience, teachers can provide a safe and stimulating environment for language learning.

Based on many arguments Cook (2001, 2006), in his research paper 'Using the First Language in the Classroom', says that "Successful L2 acquisition depends on keeping the L2 separate from the L1. He says that the learner needs to "encounter the language in order to learn it" and emphasizes the systematic use of L1 in the classroom. He also adds that L1 can be a 'useful' element in L2 acquisition and should not be 'shunned' completely. Further, Meghan (2003) states that in L2 acquisition, L1 can be used for clarification purposes and not as the primary mode of communication by either students or teachers.

2. Analysis :

A study was conducted in the English classroom involving the students and teachers of English tertiary education. The students had completed approximately ten years of learning English through formal education. Yet, their English proficiency level was not satisfactory except for a few. The study assessed them on their syntactic and lexical knowledge, LSRW and Higher Order Thinking Skills (HOTS). The method of their learning English previously was also considered. The teachers who taught them were given a few questions mainly to give their opinion on using mother tongue in teaching English.

2.1 Study and Observation

A proficiency assessment of English Language Skills was done for 69 students from B.Com, BSc and BA groups in LSRW, creative writing skills or HOTS. Their syntactic and lexical abilities were determined along with their speaking and writing fluency. Questions on their areas of interest in reading and listening, their preferred language of communication, of entertainment and of academic purposes were asked through a questionnaire.

2.1.1 The following observations were made during the study:

- 51 students out of 69 said they prefer to use their mother tongue in the English classroom and like the teacher to use it too.
- 6 students said they do not mind using the mother tongue in the classroom as it is helpful at times, but think that using it is not necessary to learn English.
- 3 students were not clear about the effect of using L1.
- 9 students said that L1 is not at all needed in learning English. In fact, it might decelerate the acquisition of English and promote wrong usage and misunderstanding. They reasoned that they do not find any common link between their mother tongue (in this case, Telugu) and English.
- The four teachers who teach the above students unanimously affirmed that they decide not to use L1 unless and until they are certain that they are totally incomprehensible to the student for various reasons. They may use some translation from English to mother tongue only if there is a strong equivalent available. One of the four teachers didn't share the common L1 in the classroom, i.e., Telugu as she was not a Telugu speaker, and quite interestingly, five of the nine students in (iv) above belonged to her class.

- It was also interesting to note that majority of the students (approximately 50) came from a background where they learnt English using the L1. About 6 students studied in a Convent school and hadn't used L1 in the acquisition of English. Moreover, they were interested in listening to English songs and sang devotional songs in English and were quite fluent in speaking and writing.
- A few responses from the teachers based on their own experience in classroom were noted down and are discussed below.

3. Discussion :

Using L1 can be avoided in the second language classroom by simplifying the vocabulary and also explaining the text using various illustrations in L2. It would rather help the students gain confidence in communicating in English using basic syntax and vocabulary in English eventually creating a zeal in the students to speak English more often outside the classroom as well.

3.1 In the situations encountered in teaching English, it was observed that, acquiring English (L2) can be made comfortable to the students by using basic vocabulary instead of high proficient Language. In an L2 classroom, when a student approached the teacher enquiring what "veranda" meant, the teacher was firm not to use L1 of the student but at the same time, made sure that the student would understand what "veranda" is. Hence, it was explained in a much simpler language in target language itself, stating "It is the open space or the area outside the classroom, where students happen to play during the break time and sit to have lunch". The student was convinced and this explanation immediately triggered interest in her to learn L2. As a result, it was noticed that the learner immediately framed a sentence using the vocabulary "veranda", reporting, "I love to play in the veranda every day."

3.2. A comparison between the target language L2 and the students' L1, provided they have a homogenous (with one common L1) background and the teacher has substantial knowledge of their L1, will help the students understand the similarity or difference between the two. For example, explaining the firm word order in English (SVO for statements, S-V inversion in questions and so on) and comparing it with the flexible word order in Indian languages was helpful in teaching syntax in types of sentences in English. However, special care must be taken if the students' are from a heterogeneous background (with different L1).

3.3. Using L1 in teaching vocabulary was not much helpful in teaching English except only when needed to teach and comprehend nouns. A wide exposure into serials and film clippings, songs, authentic reading material such as newspaper and comics and focused learning of vocabulary was necessary. L1 was used sometimes to create interest in the target language in teaching idioms, but phrasal verbs needed to be taught and used only in L2. *Connotation, denotation* and *collocations* could not be taught using L1.

3.4 Teaching English pronunciation and phonetics could also start by stating a difference between L2 (target language) and L1. But the sounds, words, and intonation had to be learnt without using L2.

3.5 Teaching the four skills of Listening, Speaking, Reading and Writing:

Using L1 in generating ideas, background knowledge and information was helpful initially, but had to be discouraged after two to three tasks. Speaking in L2 without using L1 was a gradual enforcement. Reading, Listening and Writing in L1 was completely disallowed in the classroom. However, reading or in any language depending on the interest of the students was encouraged. The students felt 'good' to speak in the classroom about what they read previously. Sometimes they would also narrate the story of a film they watched in their L2 (a very common interest of BA, B.Com and BSc students). This helped in gradually developing speaking skills without using L1. Reading was found to be the most difficult skill to be taught and required more time than the other three.

4. Conclusion :

Using L1 in an English classroom by both students and teachers hampers English Language learning and diminishes the chances of gaining minimum proficiency basics in English. In the beginning, students

might be afraid to experiment with the L2 and if they don't understand the teacher, or are not able to follow along with the lesson, they might use the L1 to perform comprehension checks. The teacher can make them feel comfortable initially by drawing comparisons between L1 and L2 wherever possible and make them understand the need to avoid using L1, in learning grammar and vocabulary, listening, reading, writing and speaking. Gradually, with a proper teaching plan, the teacher can totally avoid using the L1 in the final stages of her classes and move towards scaffolding by making the students speak and write in the target language without using L1. Using L1 in teaching L2 might also require the teachers to be fluent in the learners' L1. Although it might be an advantage if the teacher knows the students' L1, this may not be possible all the time, especially in a multilingual country like India. Hence, the students in tertiary education may use their mother tongue to discuss among themselves, but limit it in formal tasks and activities in the classroom. Slowly they can analyze and accept well the positive result of restricting L1 in the classroom in the acquisition of English.

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Paper 22:

LANGUAGE, LESSONS AND EXPERIENCES

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Abstract : *This paper discusses the plight of students and aspiring professionals in job interviews and explores the reasons behind their ineffective performance and lack of confidence. The aspiring youth of today is crippled in many ways due to lack of language skills as is evident in the interview sessions across the country. Whether it is the deficiency in the school or college curriculum, which doesn't help the youth to face the challenges in professional life, or whether it is the lack of focus on so-called 'unimportant' subjects like languages in the preparatory stages of education, is something that needs thorough study. Going abroad, especially in a English speaking country, tests the students' language skills further. They realize they have to spend a lot of money attending coaching classes to learn particular techniques to tackle the questions that test their language skills of listening, reading, writing and, speaking. This, at the end of a ten to twelve years of school and college education might leave most of the students bewildered.*

Keywords: *Language skills, native language, native like proficiency, corporate job, Group discussion, Versant round, professional writing, verbal skills, communications skill, language skill*

1. Introduction :

India is an ancient country with a rich history. While English is not our native language, it is one of the widely spoken languages 10.6% (129MM) speak English with native like proficiency, 6.8% (83MM) reported it as their second language and 3.8% (46MM) reported it as their language according to 2011 census. These statistics make English the second most spoken language in India. It is the major communication and instruction medium at majority of the schools, colleges and corporates (Bachelorarbeit , 2015). It is seen as the key communication skill and people are frequently tested on various levels of fluency based on the path they choose e.g. higher studies or interviews. Various teaching methods, including the bilingual or mother tongue method (Yesapogu. Y 2016) have been experimented well in the context of teaching English. However, the scenario at the job interview level remains a struggle for most of the aspirants.

2. Observation :

I often take interviews as a part of corporate job and the major factor I see when I evaluate the candidates is their lack of confidence. This is common all across and people often count themselves as failures if they are not able to crack one interview.

Today, people, especially youth and experienced professionals, have changed their perspective towards future. They are thinking out of the box and aiming for overseas studies. This involves a great deal of effort and many tutorial centers are thriving on so called personality development and English language classes for students/professionals aspiring to move abroad. Is this really necessary? If SAT/TOEFL is testing for language skills that are equivalent to grad students in their country, does it mean that our curriculum is not on par with International boards? Or are we lacking anything else? This again can be tied back to foundation level errors.

As a nation we need to move away from the bias that only few streams in education can fetch real success and that the remaining streams or arts are for light reading only. Arts are a way of live that inculcate values into students and provoke them to think. In fact, these cannot be removed from other streams for they are not apart from each other but complement each other.

3. Discussion :

We can count our country as an English speaking country even though it is the second most popular/spoken language. What does this mean? Is English only a subject? A series of poems, stories, short-plays, novels? No, it is a lot more. It is a medium that opens up a creative channel through words.

The power of words is so undermined in our country that we deem it easy to borrow or substitute the English class during schools and colleges for what we consider as far more important than English learning in “real-life”.

We often tie back English to just story telling which may not help build a strong future compared to other STEM (Science, Technology, Engineering and Mathematics) related backgrounds. I am not saying that English is the only way to communicate or that non-English speakers do not have communication skills. I believe that we as a society need to give equal importance to all the subjects especially during the initial years so that the foundation remains strong and intact. People who turn up for interviews often compare themselves with peers with good verbal skills and automatically assume they may not get the job since they are not good speakers. They fail to understand that communication is being able to put across your point effectively. This can be tied back to proficiency in English since the grip over language gives speakers a confidence and understanding over any topic.

The struggle does not end here. While the overseas aiming population is one strata, the other consists of people who choose to stay in India and pursue their careers. Students are judged based on their communication skills and students often do not go beyond the group discussions where the students are given one topic and are expected to speak for a minute with clarity of thought or versant round (ability to understand English as a spoken language). Their confidence takes a hit and they are constantly undermined on the basis of their communication skills. The ones who crack the interviews and move to step one of their professional career, are presented with newer challenges and setbacks until their learning makes them strong.

Sans professional writing exposure, the initial mistakes we make become a part of our life making it harder to reverse the first impressions.

A second setback attacks in the form of lack of self-confidence which can be tied back to the way we communicate and present ourselves. While these hardships are common during the initial years, these make an ever-lasting impressions on our minds and we register these are lessons learnt.

4. Conclusion :

To summarize, based on my personal experiences, I believe we still have a long way to go with respect to updating our curriculums based on the current state. We live in a world that is on an advancement spree and we will lag if we don’t compete. For starters, it’s high time we give language classes an equal importance. This will help in a strong foundation followed by initiation of public speaking without fears. Post this, it is extremely important for us to inculcate the art of communicating in every step and we should adapt seminars and presentation as a part of regular curriculum. These will definitely help us think out of

the box and stronger communication skills. This will also contribute to our professional growth and career advancement.

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